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A B R I E F

HISTORY

— OF THE —

UNITED
STATES

R. D. CHADWICK



Class 72

Book C.4

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A BRIEF HISTORY

—of the—

UNITED STATES

—and a—

Short Description of Its Government

By

R. D. CHADWICK

Principal of the Emerson Continuation School

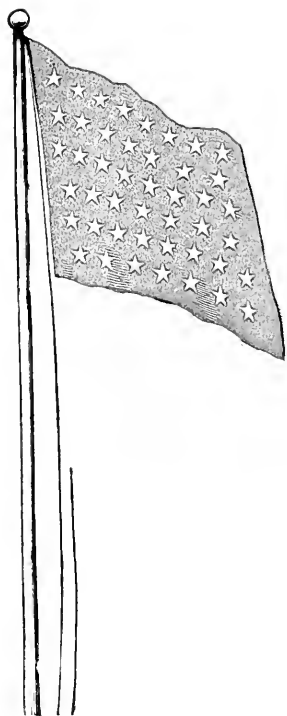
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Washington said. "We take the star from Heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing liberty."

FOREWORD :



ONE of the chief aims of the Gary Public Schools is to aid in the development of those qualities which are necessary for good citizenship. Large numbers of foreign men and women come to the evening Continuation Schools to study the English language, and to derive a knowledge of our institutions. They have a definite purpose in coming, and many make great sacrifices to attend the sessions.

This work was planned and written to meet the demand of these people. It was written during the school year of 1912 and 1913. Typewritten pages were supplied to the members of a class taught by Miss Cora Snyder, of the Emerson Continuation School. From the beginning great interest was taken in the facts of American history that are herein narrated. The description of the government commanded a like interest and was carefully studied and discussed in the class.

This little work is therefore not an experiment, as it has passed through the experimental stage, and should prove more beneficial to future classes because of its more readable form, which is made possible by having it printed. Its subjection to the class-room test has enabled us to detect the need of changes that would have been impossible without such a test.

The description of the government was also used in two classes of Eighth Grade History, in the Emerson School, as a short outline for the study of Civil Government. From this experiment it was found that a healthy interest to know more about the Government of the United States was immediately aroused. This interest was encouraged, and satisfied in a measure by oral teaching, the assignment of subjects for special reports, and the citation to books where more information was available.

The general plan has been to give in story form the principal events of American History, following with a short description of local, state and national government.

R. D. CHADWICK,
Instructor of History, Emerson School, 1913.

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A Brief History of the United States

I. THE PERIOD OF DISCOVERY, 1492 TO 1607, (115 YEARS).

THE FIRST HERO OF AMERICAN HISTORY.

Christopher Columbus, the man who discovered America, was born in or near the city of Genoa, in Italy, in the year 1446. He believed that the world was a globe. He thought that by sailing west from Europe he could reach India and Japan. Columbus was not the only man to think that this could be done, but most of the people thought that the earth was flat. No one thought that there were two large countries between Europe and Asia.

*Christopher
Columbus,
1446-1506*

*Constantinople
captured,
1453*

*Queen
Isabella*

*The First
Voyage, 1492*

Other Voyages

*Death of
Columbus*

In 1453 the warlike Turks captured Constantinople and the country through which the caravans must pass to bring spices and silk from India. At once efforts were made by the sailors of Venice and Genoa in Italy, and the sailors of Portugal and Spain, to find a new route to India. The Portuguese spent their time and money in trying to sail around Africa.

In 1492 Isabella, the Queen of Spain, was convinced by Columbus that it was possible to sail west across the Atlantic to India. She gave him the money to buy three little ships, named the Santa Maria, Nina, and Pinta. He set sail from the harbor of Palos in Spain, on August 3, 1492, with ninety men.

Columbus sailed to the Canary Islands, and then sailed west thirty-three days after losing sight of land. On Friday, October 12, 1492, he landed upon a small island, near the coast of North America. Thus he showed the way across the Atlantic. He called the red men which he found, INDIANS, because he thought he was near the coast of India.

Columbus made three more voyages to the new world. On his last voyage he touched upon the coast of North America, near the Isthmus of Panama. He never reached that part of the continent now occupied by the United States.

The last days of Columbus were very sad. He died in poverty at Valladolid in Spain, May 20, 1506. He was the noblest sailor the world has seen. He never knew that he had discovered two new continents.

IDENTIFICATION

Stacy Leary, Director 492-1600

$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

... ..

*Importance of
Columbus'
Voyage*

The importance of his brave voyage in 1492 was that he not only *said* that the world was a sphere, and that India could be reached by sailing west—he *proved* that the world was not flat, and *discovered* a New World.

THE NAMING OF THE NEW WORLD.

*Americus
Vespucius*

A great injustice was done to Columbus in the naming of the new continents. The name "America" was given to the new continents by a German teacher of geography, Martin Waldsemüller, in 1507. An Italian sailor, Americus Vespucius, sailed along the coast of South America under the flag of Spain before the death of Columbus. He wrote an account of his voyages, and it was printed. It is said that Waldsemüller read this account, and suggested that the name "America" be given to the new land, in honor of the man who he understood had discovered it. This name came into use very gradually. At first it was printed on the early maps of South America, later it was given to both North and South America.

IMPORTANT EXPLORERS OF THE 16TH CENTURY.

The following list gives the names of the famous explorers of the sixteenth century. The first column gives the date of the exploration, the second gives the name of the explorer, the third shows the flag under which each sailed, and the fourth column tells what part of America was reached. Locate each upon the map.

*List of
Explorers*

1497	John Cabot	English . . .	Labrador
1513	Balboa	Spanish . . .	Panama
1513	Ponce de Leon . . .	Spanish . . .	Florida
1519	Cortez	Spanish . . .	Mexico
1520	Magellan	Spanish . . .	Around the World
1524	Verrazano	French . . .	Atlantic Coast
1535	Cartier	French . . .	St. Lawrence River
1540	Coronado	Spanish . . .	Colorado River
1541	De Soto	Spanish . . .	Mississippi River
1578	Drake	English . . .	Pacific Coast and around the world.
1584	Raleigh	English . . .	Virginia

DEFEAT OF THE SPANISH ARMADA, 1588.

Spain was the most active country in the exploration and settlement of America during the sixteenth century. The above list shows more Spanish explorers than English and French together. She had control of the southern part of North America, a large part of South America, and the West

*Greatness of
Spain*



MAP

SHOWING THE
ORIGINAL THIRTEEN COLONIES
AND THE FRENCH TERRITORY
BEFORE 1763

DRAWN BY J. DAVIDSON, 1913

Indies. In 1588 the Spanish King built a "great armada" (a large fleet of war vessels), and tried to invade England. This fleet was the most powerful ever built up to that time. The ships of England were smaller than the Spanish ships, but they were faster, and the English guns and gunners were better. As the great Spanish fleet came near to England it was attacked and completely defeated by the English.

Importance to America This was one of the most important naval battles ever fought. England became the "mistress of the seas." After 1588 England was able to take an active part in the settling of America.

II. THE COLONIAL PERIOD, 1607 TO 1763 (156 YEARS).

THE THIRTEEN ENGLISH COLONIES.

It is important to know about the thirteen English colonies because they were to become the first thirteen states of the United States. The following list gives the names of the colonies, the date when each was founded, the first settlers, and the name of the first settlement. Each should be located upon the map.

	NAME OF COLONY.	DATE.	FIRST SETTLERS.	FIRST SETTLEMENT.
	1. Virginia	1607	English	Jamestown
	2. New York	1614	Dutch	New Amsterdam
	3. New Jersey	1617	Dutch	Bergen
	4. Massachusetts	1620	English	Plymouth
	5. New Hampshire	1623	English	Dover
	6. Connecticut	1633	English	Windsor
	7. Maryland	1634	English	St. Mary's
	8. Rhode Island	1636	English	Providence
	9. Delaware	1638	Swedes	Fort Christina (near Wilmington)
	10. North Carolina	1653	English	Albemarle
	11. South Carolina	1670	English	Charlestown
	12. Pennsylvania	1683	English	Philadelphia
	13. Georgia	1733	English	Savannah

The Indians The founders of these colonies found the country inhabited by savages. They have always been called Indians, the name which Columbus gave them. They were red in color, and have often been called "Red Men," because of their color. They lived together in tribes, and used the bow and arrow. When angered they were very cruel. The white settlers had many wars with them, and they were compelled to move westward.

We will now describe some of the leading colonies.

VIRGINIA, 1607.

The history of the United States began in 1607. In 1607 Jamestown was founded, upon the coast of the country which had been named Virginia by Sir Walter Raleigh.

The London Company

James I. King of England, gave a charter to a number of London merchants. This group of merchants was called the London Company. The company was to send colonists to America. The charter gave the company a large tract of land in Virginia, and told how the colony was to be governed. It also said that the colonists were to have the same rights and laws that they had possessed in England.

The First Law-Making Body

The first settlement was made in 1607. After many hardships due to sickness, hunger, and trouble with the Indians, the colony began to grow. Tobacco soon became the leading product. 1619 saw the beginning of two important institutions. (1) The colonists were given a chance to elect representatives to a legislative assembly. This assembly called the "House of Burgesses" was *the First Law-Making Body in America*. Two men called "burgesses" were elected in each of the eleven settlements. They went to Jamestown, where meetings were held to make the laws. (2) In this same year a Dutch ship landed twenty negroes. They were sold to the planters. Thus the right of the people to make their own laws, and *negro slavery* began in 1619.

*Beginning of Slavery**Virginia became important*

In 1624 the king took away the charter of the London Company, and Virginia had its governor appointed by the king. The House of Burgesses continued, and all taxes were levied by it. By the time of the Revolutionary War (1775), Virginia was one of the richest and most populous of the thirteen colonies.

MASSACHUSETTS, 1620.

The Pilgrims

In 1620, a number of Protestants, who had withdrawn from the Church of England, came to America. They landed north of Virginia upon the coast called New England. They named their first town Plymouth, after a town in England. They were called "Pilgrims" because of their wanderings. The Pilgrims first left England and went to Holland. From Holland they came to America in the ship "Mayflower."

One-half of the Pilgrims died the first winter. They came in December and the winter was very cold. Their food ran out, and many became sick. But they had come to stay, and none of them wished to go back to England.

*The First
Thanksgiving*

The autumn after their first harvest they had a great feast, which they called "Thanksgiving." This was because they were thankful that God had saved their lives, and had given them a good harvest. Wild turkeys were plentiful, and they killed many of them for their first Thanksgiving dinner. To-day the last Thursday of November is set aside by a proclamation of the President of the United States as a national thanksgiving day, and all Americans try to have turkey to eat on that day.

Boston 1630

Plymouth never became a large colony; later it was made a part of Massachusetts. Boston, the leading town of Massachusetts, was founded in 1630. More than one thousand colonists came to Boston in that year. Most of these early colonists were Puritans. They came to America that they might worship as they wished. The land was given to them by a charter granted by the king in 1629. This charter gave the colonists the right to make their own laws. They elected their own governor. The laws were made by the General Court, to which two men were sent from each town. In 1691 the king took away the old charter, and under the new charter the king appointed the governor.

*Self-
government*

The People

The people of Massachusetts were hard-working, simple in their tastes, and well educated. Harvard College, the oldest college in the United States, was founded near Boston in 1636. In 1645 free schools were opened for children. The chief industries in Massachusetts were ship-building, fishing, commerce and farming. Many ships were owned by the Boston men, and they sailed all over the world.

OTHER ENGLISH COLONIES.

Rhode Island

Rhode Island was founded in 1636 by Roger Williams, who left Massachusetts for the same reason that the Pilgrims and Puritans left England. Men of all religions were allowed to come and settle in Rhode Island.

Maryland

Pennsylvania

In 1634 Lord Baltimore founded Maryland for English Catholics. Maryland was just north of Virginia. Pennsylvania, which lies between New York and Maryland, was founded by William Penn, an English Quaker, in 1683. In these two colonies religious freedom also prevailed. This principle of the right of a man to worship as he wished arose in America. It is now a fundamental principle in the United States.

The Hudson River was discovered by a Dutch ship under the command of Henry Hudson, an Englishman, in 1609. In

New Netherlands

1614 the Dutch built a town at the mouth of this river, and named it New Amsterdam. The country around the Hudson River was called New Netherlands. In 1617 the Dutch built the first town in New Jersey. The Swedes made the first settlement in Delaware, by building Fort Christina (near the present town of Wilmington) in 1638. The Dutch governor, Stuyvesant, captured New Sweden seventeen years later. But the Dutch were not to keep these colonies long. England wanted them, because they separated New England from the southern colonies.

New Jersey

Delaware

New York

An English fleet captured New Amsterdam in 1664. The Dutch colonies, three in number, all came under the English flag. The English changed the names New Amsterdam and New Netherlands to New York. In this way, New York, New Jersey and Delaware became English colonies.

The Remaining Thirteen

The Connecticut colony had been founded in 1633 by immigrants from Massachusetts. It was located between Rhode Island and New York. In the South, three more English colonies were made, North Carolina, South Carolina, and last of all the thirteen, Georgia. All of these should be located upon the map.

Why the English Colonies prospered

In all of the English colonies self-government grew up. The people had a part in their government. Massachusetts and Virginia are good examples of how they all developed. Neither Spain nor France gave their colonists a part in their government. Governors were sent over by the kings of Spain and France, and the people had to obey their commands. The Spaniards came to America for gold and silver. The French came to convert the Indians, for the fur trade, and to increase the power and glory of France. The English came to America to make homes. The English colonist wanted a free government, the right to worship as he wished, and a place in which to make a better living. In 1607, eighty-three years after the founding of Jamestown, the English colonies had a population of 250,000 people.

THE FRENCH COLONIES.

Canada Settled

The St. Lawrence River became the center of the French colonies. The land about the St. Lawrence was called *Canada* by Carrier. Quebec was founded in 1608 by Champlain, a famous Frenchman. The French followed the St. Lawrence to the Great Lakes. In 1682 La Salle followed the Mississippi River to its mouth. He gave the name *Louisiana* to the valley of this river, in honor of King Louis XIV of France. In

Louisiana

order to hold this vast territory, a string of forts was built from the mouth of the St. Lawrence to the mouth of the Mississippi. One of these was the first settlement by white people in Indiana. It was a fort named Vincennes. Others of these early forts are now large cities—Detroit, Pittsburg and St. Louis.

*The French
and Indian
Wars*

The French and English colonies soon came into conflict. Four wars were fought. The Indians were used by both sides. These are called the French and Indian wars. The first war began in 1689, and the last began in 1754. In the last war an English army and fleet, aided by soldiers from the Thirteen Colonies, captured Quebec (1759) and Montreal (1760). The war was ended by the famous Treaty of Paris, 1763. The map of North America was greatly changed by this treaty. France gave up all of her vast territory in America. It was a great triumph for the English and free government. The Spanish kept their colonies and territory for many years in the southern part of North America and in South America, but England possessed the best part of the New World.

*Settlement be-
yond the Al-
leghenies*

The English soon began to settle beyond the Allegheny Mountains, in the fertile valley of the Mississippi. These mountains were the natural barrier between the Thirteen Colonies and the Mississippi Valley. Before the French were driven out of America the English colonies held a narrow strip between the mountains and the Atlantic Ocean. The position of the French in the central part of the continent was stronger than the English position upon the coast. The English colonists outnumbered the French sixteen to one. This was one reason why the English were able to defeat the French.

III. THE REVOLUTIONARY PERIOD, 1763 TO 1789 (26 YEARS).

THE CAUSES OF THE REVOLUTIONARY WAR.

*Colonies learn
their strength*

The Thirteen Colonies had a population of about two millions in 1763. In the last French war the colonists learned that they were strong. They came to know each other, because they had worked together to overthrow the French.

*The English
Government*

*House of Com-
mons*

We must now look at the government of England. The government of England was the most liberal in Europe. The laws were made by Parliament. It had two houses, the House of Commons, and the House of Lords. The members of the House of Commons were elected by the people, but only a few people had the right to vote for the members. All classes of people were represented in the House of Commons, but many



GEORGE WASHINGTON

new cities had no representatives. These new cities grew up because the newly invented steam engine caused the building of factories.

House of Lords The House of Lords was composed of nobles. The members of the House of Lords were not elected, but became members because of their high birth.

The King The King of England did not have as much power as Parliament. When George III became king in 1760, his mother said to him, "George, be a king." He was a very stubborn man, and was insane at times. He tried to make Parliament his servant. By bribing its members, Parliament did about as he wanted it to do for many years. Thus Parliament was led to do things that were not wise.

Parliament demands money In 1764 George III, and his friends in Parliament, demanded that the Thirteen Colonies pay a share of the English debt, which was made in driving the French from America. The colonists thought that they had given their share. Besides, in each colony the taxes were levied by the colonial assemblies. Each one of the Thirteen Colonies had an assembly, whose members were elected by the people. (You will remember the House of Burgesses in Virginia and the General Court in Massachusetts.)

The Colonies Refuse So when Parliament passed laws demanding taxes from the colonies during the years from 1765 to 1775, the colonists refused to pay the taxes.

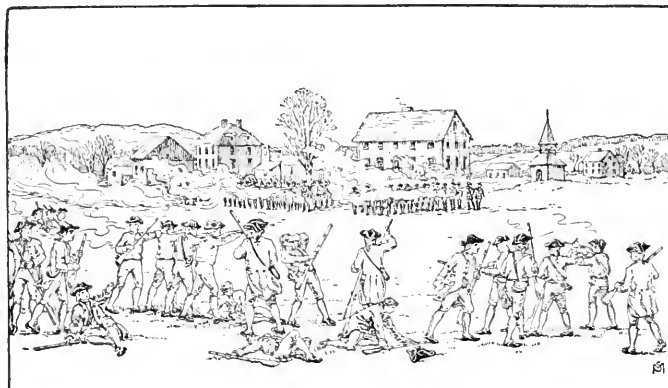
Ill-feeling Arises "We do not elect representatives to the House of Commons, therefore Parliament does not have the right to tax us," said the colonists. Ill-feeling increased rapidly between the Mother Country and the Thirteen Colonies. England further angered the colonists by sending soldiers to Boston, to be fed and clothed by the colonists.

THE BEGINNING OF THE REVOLUTIONARY WAR, 1775.

Battle of Lexington On April 19, 1775, English soldiers were sent to Lexington, a town near Boston, to destroy some guns and powder which the colonists had collected. They killed eight Americans, but before the English soldiers could return to Boston, many of them were killed. This caused the Americans to arm themselves, and soon a large army surrounded Boston. George Washington, of Virginia, was elected commander of all the American soldiers by the Second Continental Congress. Washington had shown himself to be a brave and able commander in the last war with the French.

Washington

The First Continental Congress met in Philadelphia in 1774; it was composed of men elected from twelve colonies. It was



BATTLE OF LEXINGTON

Drawing by an eye witness

By Permission. From Muzzey's American History. Published by Ginn & Co.

The Continental Congress

called "Continental" because it represented nearly all of the English colonies upon the continent of North America. It met to send protests to the king against the tax laws. On May 10, 1775, the Second Continental Congress met in Philadelphia. This Second Continental Congress became the central government of the colonies. It appointed a commander of the American armies; later it declared the colonies to be independent of England; it sent ministers to foreign countries, etc.

Bunker Hill

On June 17, 1775, the first bloody battle was fought upon Bunker Hill, just outside of Boston. The English had more soldiers than the Americans and drove them from the hill, but lost 1,000 men—more than twice as many as the Americans. It showed the Americans that they could successfully fight the trained soldiers of England. The English were besieged in Boston until March 17, 1776, when they had to sail to Canada.

THE DECLARATION OF INDEPENDENCE, JULY 4, 1776.

Congress adopts the famous Declaration

The Revolutionary War began at Lexington, June 19, 1775, but it was nearly one year before the colonies decided to break away from England. George III would not listen to the petitions of Congress to take away the hated laws; instead he prepared a large army to send to America. In June, 1776, Congress decided to separate from England. On July 4, 1776, the members of Congress, in Philadelphia, adopted the *Declaration of Independence*.

Its provisions

It declared:

- (1) That all men are equal.
- (2) That governments get their just powers from the people.

(3) That for good reasons the people may do away with the old form of government and make a new form.

(4) That England gave good reasons why the Thirteen Colonies should separate from her.

(5) That the Thirteen Colonies are free and independent.

*The Effect of
the Declara-
tion*

By this act the Thirteen Colonies changed to a new nation, *The United States of America*. It took a long war, however, to make England recognize the new nation. This famous declaration was written by Thomas Jefferson, of Virginia. Since July 4, 1776, was the birthday of the United States; every year the "Fourth of July" is a great national holiday. After July 4, 1776, the war was for independence, and was to last seven years—1775-1782.

THE STARS AND STRIPES, 1777.

Betsy Ross

It is said that the first flag bearing the stars and stripes was made by Betsy Ross, a young widow, at Philadelphia, in June, 1776. The American Congress, June 14, 1777, passed a law which provided that the flag of the United States should consist of thirteen stripes, seven red stripes and six white stripes. In the upper corner of this flag, nearest the flag-staff, there were thirteen stars on a blue field.

*The Flag
today*

The flag of the United States today is the same, with one exception; there are now forty-eight stars. The stars represent the forty-eight states of the Union. The thirteen stripes represent the thirteen original states.

*Meaning of
the Flag*

Washington said, "We take the star from Heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing liberty."

THE WAR FOR INDEPENDENCE, 1776 TO 1782.

Trenton

On September 15, 1776, the English captured New York City, and held it during the war. On Christmas night, 1776, Washington crossed the Delaware River, which was full of floating ice, with a small army and captured one thousand Hessians at Trenton, New Jersey. (England hired 22,000 German troops from the Prince of Hesse-Cassel. They were called "Hessians" and made good soldiers.) This victory encouraged the Americans after the defeats near New York.

*Plan to cut
off New
England*

In 1777 the English planned to get control of the Hudson River, and cut off New England, which included Rhode Island, Connecticut, New Hampshire and Massachusetts, from the other colonies. The British General Burgoyne started to march from

Montreal, in Canada, with a fine army of eight thousand men. General Howe was to come up the Hudson River from New York to meet him, but Howe captured Philadelphia instead. On October 17, 1777, the Americans captured Burgoyne's entire army at Saratoga. The credit for this victory belongs to General Schuyler and to General Benedict Arnold. (Arnold, in 1780, became a traitor. He tried to give the American fort at West Point, upon the Hudson River, to the English. He escaped to the English army at New York.)

Saratoga

France comes to the aid of the Americans

The capture of Burgoyne and his army at Saratoga led France to come to the aid of the United States with money and men. The aid of France made possible the success of the Americans. The treaty with France (1778) was the work of



BENJAMIN FRANKLIN

Benjamin Franklin; he was America's first foreign ambassador and one of her most famous statesmen.

Foreigners who came to America

A number of famous foreigners came to America to help the patriots in their war for freedom. Lafayette and De Kalb came from France. Baron Steuben came from Prussia. Kosciusko came from Poland. These men helped Washington to make the American soldiers skillful fighters.

Famous Commanders

General Greene, next to Washington, was the best American commander. In 1781 he drove the English from the southern states. Paul Jones became famous as a naval fighter. Lord Cornwallis was the best English general sent to America, and he suffered the worst defeat of the war.

Yorktown, 1781

In 1781, Cornwallis was unable to defeat Greene in North and South Carolina; he then marched to Yorktown, in Virginia. Washington marched his army rapidly from New York to Yorktown. A French fleet and army were then in America.

and both came to his aid. The English were besieged in Yorktown by land and sea. On October 19, Cornwallis surrendered his entire army of eight thousand men. This great victory practically ended the war.

England was not only at war with America and France, but Spain and Holland also attacked her. She had to acknowledge the independence of the United States. The treaty which ended the war was signed in Paris, September 3, 1783. By this treaty England recognized the UNITED STATES OF AMERICA as independent. The territory of the United States was to extend south to Florida, west to the Mississippi River, and north to the Great Lakes and Canada. This treaty was a triumph for American diplomacy. Five men were appointed by Congress to represent the United States. Three men reached Paris and did the work; these three men were Benjamin Franklin, John Jay, and John Adams.

Thus a long war ended. It was fought that the THIRTEEN COLONIES of England might become a new nation—the United States of America. The cause of the war was the great principle of self-government. This successful revolt of the English colonies had a great effect upon the countries throughout the world. Very few statesmen of Europe, in 1783, thought that the United States would last long. As time has gone by, and the United States has become stronger and stronger, many countries have given their peoples self-government.

THE PERIOD OF DANGER, 1783 TO 1789.

The period following the War for Independence was one of great danger to the life of the new nation. One historian has called it "The Critical Period of American History." Why was this true?

During the greater part of the Revolution, from 1775 to 1781, the central government of the Thirteen States was carried on by the Continental Congress. This Congress took the place of the English government. It did not have definite powers, and this led the states to adopt the Articles of Confederation, in 1781. The Articles were a written constitution, it was similar to the charters which the King of England gave to the early colonies, and gave the power of central government to the Congress. This Congress was called the Congress of the Confederation. The states were so afraid that that Congress would have too much power, that they did not give it enough power.

According to the Articles, each state must have two dele-

*England
recognizes the
Independence
of the United
States*

*Purpose and
Results of the
War*

*The Central
Government*

Members of Congress

gates in Congress, but could not have more than seven delegates, and each state had but one vote. The delegates to Congress were paid by the states, and this caused them to think more of the interests of their state than of the United States, because a man will obey the man who hires him.

Weakness of Congress

The restrictions upon Congress made it very weak. It could declare war, but it could not raise or support an army. It could not levy taxes nor levy duties upon imported goods, but had to ask each state to give its share. Thus Congress could not demand money, but had to beg for it. After the danger from the English soldiers passed away, the States refused to pay money when asked to do so by Congress. By the autumn of 1786, Congress was bankrupt and most of the States were nearly so.

Lack of money

There was very little gold or silver money in the country at the close of the war, and this left the country to pay for goods shipped in from Europe. Thus the people had no money to pay their debts. The paper money which had been issued by the States and Congress was worthless because both Congress and the States were bankrupt. Riots took place when men tried to collect the debts owed them. In Massachusetts, two thousand angry farmers tried to seize the guns in the United States arsenal at Springfield. This was called Shay's Rebellion. The rebellion was put down by the state militia.

*Riots**Congress could not pay the debts*

As it is necessary for a man to pay his debts in order to have a good reputation, so a government must pay its debts to have a good reputation. Congress could not even pay the interest upon the debt of the United States. Our friends and enemies, both abroad and at home, thought that the country would break up into thirteen countries, or that England or France would take the States under their control.

The Constitutional Convention

Attempts to amend the Articles, so that Congress could levy taxes and duties, failed, because all of the States had to agree to an amendment, and there was always one state to disagree. It was truly a dangerous time, with riots at home and without respect in foreign countries. Finally, all the states, except Rhode Island, sent their ablest men to Philadelphia, in May, 1787, to try to make a plan whereby the government would be strong enough to rule the country. This was known as the Constitutional Convention. It held secret meetings for four months, with Washington as the presiding officer. This convention framed the CONSTITUTION of the United States. This constitution was adopted by the States June 21, 1788, and

the government of the United States, as it is today, began the following year, in 1789.

IV. THE NATIONAL PERIOD, 1789 TO THE PRESENT TIME.

THE FIRST PRESIDENT.

*The Govern-
ment under
the Constitu-
tion*

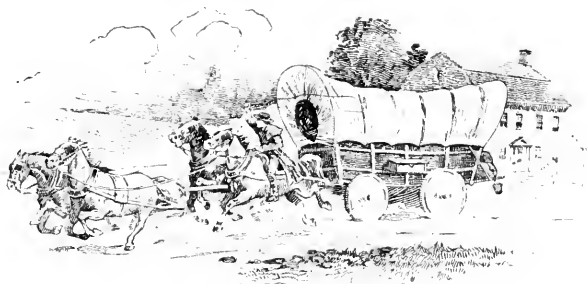
The Constitution of the United States provides for a National Government with three branches: (1) The president, who executes the laws and enforces them, is called the **EXECUTIVE BRANCH** of the government. (2) The Congress, which makes the laws, is called the **LEGISLATIVE BRANCH**. (3) The third is called the **JUDICIAL BRANCH**, and is composed of courts which interpret the laws, and punish those who disobey the laws. The highest court is the Supreme Court. Congress is composed of two houses—the House of Representatives, and the Senate. The National Government will be described more fully after the completion of the story of the country's development.

*Washington
elected the
first President*

Washington was elected unanimously the first president: John Adams was elected the first vice-president, and members were elected to the First Congress in January, 1789. New York City was selected for the capital in 1789, and Congress met there March 4, 1789. As there were no railroads, it was not until April 6 that Congress had a quorum, that is, enough members to transact business. Washington was inaugurated (took the oath of office) on April 30, 1789. Thus the new national government was started.

*The govern-
ment begins to
pay the debts*

The term of office to which a president is elected is four years. During Washington's first term (1789 to 1793) many important laws were passed by Congress. One of the most important acts was the manner in which the government began



EXPRESS SERVICE IN WASHINGTON'S DAY

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to pay the debts of the United States. Washington appointed

Alexander Hamilton the first Secretary of the Treasury, and he insisted that all debts should be paid in full. Congress levied duties upon imported goods, and money was raised to carry on the government and pay the debts. The Constitution gave Congress the power to levy taxes and import duties. Since then the credit of the United States has been good. The people became prosperous and the United States commanded the respect of all nations.

*Everyone
should know the
names of the
President*

It will be impossible to describe each president and the events of each administration. Everyone who expects to live in the United States, and under its laws, should know the names of the presidents, with the dates of their terms of office. An "administration" is the term of four years, for which each president is elected. No president has been president for more than two administrations, but several times the president has died during his term of office. When the president dies, the vice-president becomes president.

LIST OF THE PRESIDENTS

NO.	PRESIDENT.	HOW OFFICE WAS OBTAINED.	STATE.	TERM OF OFFICE
1.	George Washington	.....Elected	Virginia	Two terms, 1789-1797
2.	John Adams	.....Elected	Massachusetts	One term, 1797-1801
3.	Thomas Jefferson	.....Elected	Virginia	Two terms, 1801-1809
4.	James Madison	.....Elected	Virginia	Two terms, 1809-1817
5.	James Monroe	.....Elected	Virginia	Two terms, 1817-1825
6.	John Quincy Adams	.....Elected	Massachusetts	One term, 1825-1829
7.	Andrew Jackson	.....Elected	Tennessee	Two terms, 1829-1837
8.	Martin Van Buren	.....Elected	New York	One term, 1837-1841
9.	William H. Harrison	.....Elected	Ohio	One month, 1841
10.	John Tyler	.....Vice-President	Virginia	3 years, 11 months, 1841-1845
11.	James K. Polk	.....Elected	Tennessee	One term, 1845-1849
12.	Zachary Taylor	.....Elected	Louisiana	1 year, 4 months, 1849-1850
13.	Millard Fillmore	.....Vice-President	New York	2 years, 8 months, 1850-1853
14.	Franklin Pierce	.....Elected	New Hampshire	One term, 1853-1857
15.	James Buchanan	.....Elected	Pennsylvania	One term, 1857-1861
16.	Abraham Lincoln	.....Elected	Illinois	One term, 6 weeks, 1861-1865
17.	Andrew Johnson	.....Vice-President	Tennessee	3 yrs., 10½ months, 1865-1869
18.	U. S. Grant	.....Elected	Illinois	Two terms, 1869-1877
19.	Rutherford B. Hayes	.....Elected	Ohio	One term, 1877-1881
20.	James A. Garfield	.....Elected	Ohio	6½ months, 1881
21.	Chester A. Arthur	.....Vice-President	New York	3 yrs., 5½ months, 1881-1885
22.	Grover Cleveland	.....Elected	New York	One term, 1885-1889
23.	Benjamin Harrison	.....Elected	Indiana	One term, 1889-1893
24.	Grover Cleveland	.....Elected	New York	One term, 1893-1897
25.	William McKinley	.....Elected	Ohio	One term, 6½ mths, 1897-1901
26.	Theodore Roosevelt	.....Vice-President and elected.	New York	3 years, 5½ months, and one term, 1901-1909.
27.	William H. Taft	.....Elected	Ohio	One term, 1909-1913
28.	Woodrow Wilson	.....Elected	New Jersey	One term, 1913-1917

THE WAR OF 1812.

The Causes

In 1789 the French Revolution began. The people of France revolted against their king, and 1793 he was put to death. In the same year France and England began a long war, which was to last almost twenty years. Both countries captured American ships and took their cargoes. England angered the United States more than France, because her warships stopped

American ships and searched them to see if there were English sailors on board. If English sailors were found, they were made to enter the English navy. During Jefferson's administrations, the president tried to have England stop this insult to the American flag, but she continued to stop and search American ships.

Battle of New Orleans

In 1812, after Madison became president, the United States declared war upon England. This was called the *War of 1812*. It continued two years, from 1812 to 1814. There were no large battles fought. The fighting upon land took place near the Great Lakes, between Canada and the United States. One battle was fought in the South. Andrew Jackson, who later became president, defeated an English army of 8,000 men, with 4,500 Americans, near New Orleans. This battle was fought January 8, 1815, a few weeks after the Treaty of Peace had been signed, because news traveled very slowly in those days. The English failed in their attempts to invade the United States, and the Americans failed in their attempts to invade Canada.

Sea-fights

On the ocean, the Americans won many sea fights between single ships. The English navy was the largest in the world. There were eight hundred ships in the English navy, and twelve in the American navy. The English were able to blockade the whole American coast.

Burning of Washington

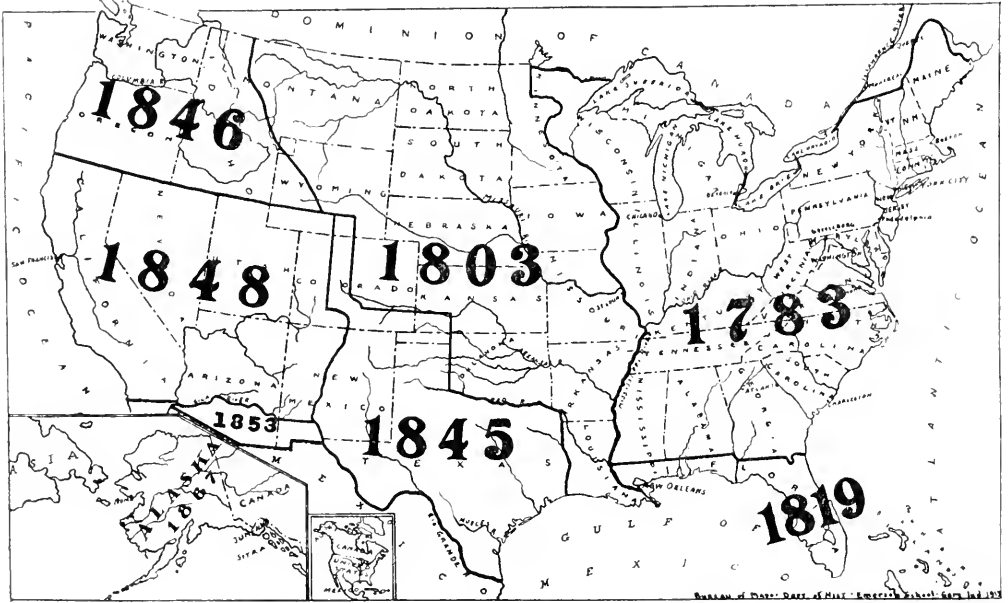
One disgraceful event occurred in 1814. The English captured Washington and burned the capitol building.* The American army of 7,000 untrained farmers retreated before the English army. The burning of the capitol was more of a disgrace to the English than the American retreat was to the United States, because it is contrary to the practices of civilized nations to destroy property of no use in carrying on the war. This event had no important results.

The City Washington

The war ended by the Treaty of Ghent, which was signed December 24, 1814. Neither country gained land by the war. England never tried to search American ships after the war, but "the right of search" was not mentioned in the treaty. While the war was going on, the United States could not trade with Europe, and Americans began to invest money in factories. Thus manufactures began to grow because of the War

*Washington became the capital of the United States in 1800. The capital was first at New York City. From 1790 to 1800 it was at Philadelphia. The City of Washington is located upon the Potomac River, in a small district called the "District of Columbia." The site of the city was selected by Washington, and it was named after him.

of 1812. After the war, in order to protect our "infant industries," Congress began the Protective Tariff System, that is, the duties upon imported goods were raised, so that foreign goods cost more than goods made in this country. Another result of the war was to make the nation stronger, because the people looked with pride upon the second successful war against England, and they appreciated the advantages of a strong, national government.



SEVENTY YEARS OF TERRITORIAL GROWTH, 1783 TO 1853.

1783

We will next take up the story of the wonderful growth of the new nation across the most fertile parts of North America. In 1783 the area of the United States was 827,844 square miles, extending west to the Mississippi River.

1803

France compelled Spain to give back to her the territory known as Louisiana in 1800. In 1803, the Emperor Napoleon I of France sold this vast territory, which extended from the Mississippi River westward to the Rocky Mountains, to the United States for \$15,000,000. This purchase was made while Thomas Jefferson was president, and more than doubled the area of the United States. It added 1,171,931 square miles.

1819

The next addition was made to the south. In 1819 Spain sold Florida to the United States for \$5,000,000. This purchase added another 60,000 square miles of land.

1845

Spain governed her colonies in North and South America with such cruelty, that in 1821 they revolted and declared themselves free and independent nations. It was in 1821 that Mexico, the nearest neighbor of the United States on the south, became independent. Mexico was divided into states like the United States. In 1836 the Mexican State of Texas made itself independent of Mexico, after a successful war. Many Americans emigrated to Texas. They wanted to make Texas a part of the United States. In 1845 Texas was annexed by the United States. The area of Texas was about 376,000 square miles.

1846

In 1846 a long-standing dispute between the United States and England was settled, and the present States of Oregon, Washington and Idaho were acquired. Both countries claimed the same land. In 1846 the territory was divided peaceably, and this gave the United States 300,000 square miles of valuable land. This was more valuable than that retained by England, because it includes the entire Columbia River valley.

1848

The Mexican War

Texas and Mexico did not agree as to the southern boundary of Texas. Texas claimed to the Rio Grande River, while Mexico said that the boundary was north of the Rio Grande. President Polk ordered General Taylor to occupy the territory north of the Rio Grande River. This led to the Mexican War, which lasted two years, from 1846 to 1848. The American armies won every battle, even when the Mexicans had many more troops. On September 14, 1847, General Scott captured Mexico City, the capital of Mexico, with a small army of six thousand men. In 1848 the Treaty of Peace was signed. By this treaty the United States paid over \$18,000,000 to Mexico, and received 546,000 square miles of land, extending from Texas to the Pacific Ocean. This large territory included the present States of California, Nevada, and Utah, and part of New Mexico, Arizona and Colorado.

1853

In 1853 the United States bought 47,000 square miles of land from Mexico for \$10,000,000. This land was south of the Gila River. Captain James Gadsden was the representative of the United States in making this purchase, and it was called the "Gadsden Purchase."

Position of United States

Thus, by 1853, the United States extended like a broad belt across the continent from the Atlantic Ocean to the Pacific Ocean. It was a huge territory three thousand miles from east to west, and twelve to fifteen hundred miles in width. The total area of the country was 3,026,789 square miles, nearly as large as the entire continent of Europe.

New States

The greater part of this large territory was acquired peaceably. The settlement of this great empire has caused the United States to be called one of the greatest colonizing nations in the world. When any part of this territory had enough people to carry on a state government, it applied to Congress to be admitted as a new state, and with the consent of Congress a state government was organized and the new state admitted into the Union. Thus, star after star has been added to the flag. Vermont was the first state to be admitted, in addition to the original thirteen states. It became a state in 1791. Indiana, the state in which we live, was the nineteenth state, and was admitted in 1816, on December 11. The last two territories to become states were New Mexico and Arizona. These two states were admitted early in 1912. Today there are forty-eight states in the Union, and forty-eight stars in the flag.

Texas

The largest state is Texas, which has an area of 262,290 square miles. This state is larger than any of the following countries of Europe: Austria-Hungary, the German Empire, France, Spain or Sweden.

Rhode Island

Rhode Island is the smallest state. It has an area of twelve hundred and fifty square miles.

NEGRO SLAVERY.

Slavery

The history of slavery from ancient times to the present time has been the same. Slavery is the most costly kind of labor. It always degrades labor and the laboring man.

Slavery in the Colonies

In 1619 the first slaves were brought to Virginia. By the time of the Revolutionary War all of the Thirteen Colonies had slaves. But most of them were south of the Mason and Dixon line, which was the boundary between Pennsylvania and Maryland. In the Southern Colonies, most of the work of raising the tobacco, cotton and rice crops was done by negro slaves. In the Northern Colonies there were few slaves, because most of the agricultural work was done by the owners of the farms, and a negro could not do anything but the simplest agricultural labor.

Different ideas about work

The Southern white man considered it a disgrace to work, while in the North the man who worked was considered the best citizen. Governor Carver, of Plymouth, worked as a farmer, as did Governor Winthrop, of Massachusetts Bay Colony, while the leading men of the Middle Colonies were all workers in some way. This fact led the people of the North and South to have different aims and ideals, even before the colonies became independent of England.

*Slave labor
was
expensive*

Why was slave labor expensive? In the first place, the land is exhausted very easily by raising crop after crop, unless much care is taken. The slave was a very careless worker, and it was soon found that the soil became useless in a short time, because nothing would grow upon it. As long as there was plenty of land, the Southern planter would plant his tobacco and cotton upon new land. This did not last long, as was found in Virginia. By the time of the Revolution much of the land was worn out, and for this reason Washington and Jefferson and other prominent men looked upon slavery as sure to die.

*The Negro
was a poor
worker*

Another reason why slavery was expensive was the fact that a slave had no ambition. If the crop was large he would receive no reward. It is said that the negroes would often injure the growing tobacco while cultivating it so that he would have less work. A slave could not acquire property, because he himself was property. A negro would do only about two-fifths as much work as a free laborer in the North.

*Only a small
number were
able to work*

A third illustration of the expense of slave labor is the fact that if a planter had one hundred slaves, not more than twenty-five or thirty would be able to do the work of a healthy, grown-up man. Because a negro was of no value until he was twelve years old, and some would be sick, and others too old to work.

*The Cotton-
Gin, 1793*

Before 1793, cotton was not a very valuable crop in the South, because it was very difficult to separate the seeds from the cotton fiber. It is said that one negro could clean only about one pound of cotton by working all day. In 1793, Eli Whitney, a Massachusetts man, who was teaching school in Georgia, invented a machine which separated the seeds from the cotton very quickly. It was called a "cotton gin." With this machine a negro could clean hundreds of pounds in a day. The result of this invention was to make cotton the leading crop of the South. The Southerners soon called it "King Cotton." More negroes were bought by the Southerners, and slave labor spread throughout the states south of the Mason and Dixon line and the Ohio River.

*The Missouri
Compromise
1820*

When states were formed west of the Mississippi River the question arose as to whether they should have slavery or come into the Union as Free States. In 1820 the Southern slave owners were satisfied to have Missouri come into the Union as a Slave State, and to allow the rest of the Louisiana Purchase of 1803 lying west and north to remain free territory. This was called the Missouri Compromise. The question of

extending slavery was discussed in Congress with increasing frequency, and after 1830 it was the leading political question until 1861, when the Civil War began between the North and South.

THE GROWTH OF MANUFACTURING.

*Factories are
built in the
North*

We have already seen that factories began to be built during the War of 1812. More and more factories were built in the cities of the North. They were not built in the South, for the reason already given—that negroes were not skilled workmen and never would become good workers as long as they remained in slavery. One result of building factories, as we saw when factories were built in England in the year 1760 and following, was to make large cities. The North continued to progress in agriculture, but she also had large and growing manufacturing cities. The white population grew rapidly in the North, but in the South it grew slowly. Foreign men and women, who began to come to the United States in large numbers after 1840, had no desire to go into the Southern States where the laboring man was looked down upon, so they settled in the North. The productive farms, the growing factories, and the increasing population caused the North to surpass the South in wealth and power.

*The North had
more power in
the House of
Representatives*

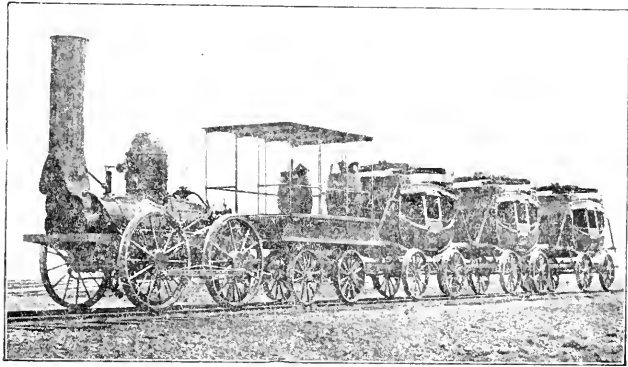
The increasing population gave the North more representatives in the National House of Representatives. But as long as there were as many Slave States as Free States, the South had as many senators as the North, because there are two senators elected from each state. By keeping the number of senators equal, the Southerners knew that no laws could be passed against slavery, because the House of Representatives and Senate must both vote in favor of a measure, in order to make it a law. As a result the South made increasing demands upon the North in her attempts to extend slavery and retain her power.

THE GROWTH OF RAILROADS.

*The first
railroad,
roads and
canals*

In 1826 the first railroad was built at Quincy, Massachusetts. Before this time travel and the carrying of freight were slow and expensive. Large amounts of money were expended in building roads and canals. The National government built a road over the Allegheny Mountains, across Ohio and Indiana, and as far west as Illinois. In 1825 the State of New York completed a canal 363 miles in length, from Lake Erie to the Hudson River. These great improvements aided the settlement of the West, but it was the railroad that made possible the rapid growth of the United States more than anything else.

Between 1830 and 1840 twenty-three hundred miles of track were constructed, but only 487 miles were built in the South, all



AN EARLY TRAIN

The Engine was Named DeWitt Clinton—after the Governor of New York

of the rest were in the North. The railroads in the South were used chiefly for hauling cotton to the rivers or seaports. In the North railroads became the means of travel as well as the means of carrying freight. In 1860 the Southern States had only one-half as many miles of railroad as the Northern States. With the railroad a farmer could sell his grain and cattle for a good price. Before the railroad the farmer could get but a

*Railroads
aid the farmer
and the
manufacturer*



THE 20TH CENTURY LIMITED

This Train Travels between Chicago and New York. It goes through Gary every day.

small price, because of the high cost of transporting his produce to the markets in the cities. The railroad has given a like aid to the manufacturer, because if a mill owner could not sell his products for a good price, he could not afford to manufacture them.

THE STEAMBOAT.

In 1807, an American, Robert Fulton, invented the first steamboat. In 1811, a steamboat was built at Pittsburg on the

*The Steam-
boat helped
developed the
country*

Ohio River, and from that time the steamboat aided in the growth and development of the country. Now huge steamships carry large cargoes of passengers and freight across the Atlantic Ocean in less than a week, and steamships carry large cargoes upon the Great Lakes and the American Rivers. The building of this city was due to the railroad and the steamboat.

EVENTS LEADING TO THE CIVIL WAR, 1830 TO 1861.

*South Carolina
and the Union*

The difference between the two sections of the country is made clear by the trouble which arose in 1832 between the National Government and the State of South Carolina. The North wanted protection for its manufactures, and as the South bought all of its goods, it opposed the high tariff duties on imports. South Carolina refused to pay the duties, and President Jackson threatened to send an army into the state. South Carolina paid the duties and no blood was shed, but it showed that slavery had divided the country into two sections, with different industries and different ideas of the power of the National Government.

*Abolition
Newspapers*

In the North, newspapers began to be published which favored the abolition (freeing) of the slaves. The people who believed in abolition were called "Abolitionists." Few people in the North were Abolitionists, but the Southerners were greatly angered by these papers.

*The laws of
1850 and 1854*

The annexation of Texas and the Mexican War were the results of the South's desire to extend slavery and to have as many slave states as there were free states. In 1850 and 1854, the Southerners were able to have laws passed which repealed the Missouri Compromise of 1820. These laws provided that in all the western territories, North and South, the people should decide for themselves whether they should come into the Union as slave or free states. This amazed the North and caused many Northerners to become active opponents to the extension of slavery.

*Fugitive
Slaves*

A part of the law of 1850 provided that the United States officers should help the Southerners catch all run-away slaves. A slave-owner could come into the North and take any negro he chose to claim as his property. The Northerners thought this an injustice. It brought before their eyes the worst side of slavery. They helped many negroes to escape to Canada, and this angered the Southerners.

In 1852, a book called "Uncle Tom's Cabin" was published in the North. This book described life in the South, and told

*Uncle Tom's
Cabin*

how negro families were broken up when the slaves were sold. It also told of kind treatment of the slaves in some parts of the South, and cruel treatment in other parts. Many copies of the book were sold, and it increased the ill-feeling between the two sections of the country.

*The Dred
Scott decision
1857*

In the struggle which took place to extend slavery into the western territories the North showed that she had a better chance to secure them than the South. This was because it was easier for the free Northerners to emigrate into a new territory than it was for a Southerner with his slaves. It looked as though the number of Slave States could not be increased even under the laws of 1850 and 1854. So the South made a new attempt to extend slavery. In 1857 the Supreme Court, which had more judges from the South than from the North, made a decision in the *Dred Scott Case* which allowed a Slave Owner to take his slaves into any territory of Free State. It also forbade Congress or a State legislature to prevent him. This decision opened the entire country to slavery. The court had over-stepped its authority, because it was not asked to decide all of these questions. The South applauded the decision, but the North refused to accept it as a just decision. It aroused the North as nothing else had done. The Northerners did not want to abolish slavery, with the exception of the Abolitionists, but the desperate efforts of the Slave-Owners to extend slavery, caused the wrath of the North to rise.

THE ELECTION OF LINCOLN.

*The Republi-
can Party*

In 1854 a new political party arose, it was called the Republican party, and was opposed to the further extension of slavery. The election of 1856, in which President Buchanan was elected, showed that large numbers of Northerners had joined this party.

*The election of
1860*

In the presidential campaign of 1860 the Democratic party divided into two parts, the Democrats of the North could not agree with the Southern Democrats that slavery should be *protected* by Congress. The new Republican party declared that Congress should *forbid* slavery in the territories, and repudiated the Dred Scott Decision. Abraham Lincoln, of Illinois, was the Republican candidate for the presidency. The election was held on November 6, 1860, and Lincoln was elected.

THE LAST FOUR MONTHS OF BUCHANAN'S ADMINISTRATION.

The South had threatened to secede (withdraw) from the Union, if Lincoln was elected. South Carolina was the first

*Secession of
South Carol-
ina*

state to secede. Some of the citizens of South Carolina held a State Convention, and this convention voted that the state was no longer a part of the United States, December 20, 1860. The presidential election always comes the first Thursday after the first Monday in November, but the president is not inaugurated until March 4, the following year. So Lincoln did not begin his administration until March 4, 1861. During this period from November, 1860, to March, 1861, President Buchanan did nothing to prevent the Southerners from taking forts and military stores belonging to the United States.

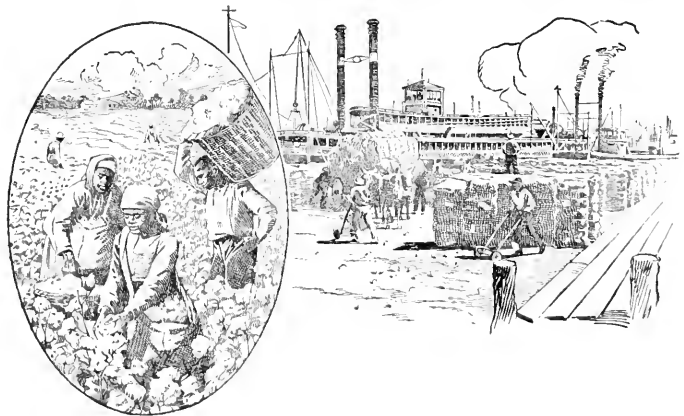
*The
Confederacy
formed*

On February 4, 1861, the Southern states formed a new national government called the *Confederate States of America*. They elected for their president, Jefferson Davis of Mississippi. It was the idea of the Slave-owners that they would be able to make a better bargain with the North out of the Union than in it. The North had always given them what they wanted, and therefore they thought that the North would give them anything they demanded to induce them to come back into the Union. They thought that cotton was the most important product, and the cotton crop the largest crop of the United States. This was a great mistake, for the value of the northern Delaware. (See map.) The eleven states which seceded had a population of less than nine millions, of these only five and hay crop just before 1861 was about twice the value of the cotton crop. The hay crop was not considered the most important crop of the North.

*The Cotton
Crop*

Not only did the South buy all of her manufactured goods.

*The South
bought food
from the
North*



PICKING AND LOADING COTTON

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but the planters produced very little food, and the North sold to the Slave-owners large quantities of meat and grain. The

Southerners who were withdrawing from the Union did not realize these conditions.

There were fifteen Slave States in all, but four of them did not secede. They were Missouri, Kentucky, Maryland and one-half millions were whites, and three and one-half millions were negro slaves. In the twenty-three loyal states there were twenty-two millions of whites.

The states which formed the Confederate States of America were as follows, with the date of their secession:

*Dates of
Secession*

South Carolina.....	December 20, 1860
Florida	January 9, 1861
Alabama	January 10, 1861
Georgia	January 11, 1861
Louisiana	January 26, 1861
Texas	February 1, 1861
Virginia	April 17, 1861
Arkansas	May 6, 1861
North Carolina	May 20, 1861
Tennessee	June 8, 1861

(Locate all of these states upon the map.)

On March 4, 1861, Abraham Lincoln was inaugurated president of the United States. In his inaugural address he said that he had no intention of interfering with slavery, but that he would "preserve, protect, and defend the Constitution of the United States." He said he would not attack the South, but if war was begun the Southerners would have to begin it.

*Lincoln's
Inaugural
Address*

THE GREAT AMERICAN CIVIL WAR.

THE FIRST GUN.

Most of the forts and arsenals belonging to the United States which were located in the South were captured by the Confederates without opposition. Fort Sumter, which was situated upon an island in the harbor of Charleston, South Carolina, was held by Major Anderson and eighty men. It was surrounded by forts and batteries, occupied by about six thousand Confederates. General Beauregard asked Major Anderson to surrender, but he refused. On Friday, April 12, 1861, at 4:30 in the morning, the first gun was fired at the fort. The great American Civil War had begun! For thirty-four hours fifty cannon poured their fire upon it. The fort was almost destroyed, and on Sunday, April 14, it surrendered. No one was injured by the bombardment, and Major Anderson and his garrison embarked for New York.

*Fort Sumter
captured
April 14, 1861*



Sketch by Marguerite Stratton, 1913

St. Gauden's Statue of Lincoln, Lincoln Park, Chicago

*Results of
the capture
of Sumter*

The North was fired with anger. On April 15, President Lincoln called for seventy-five thousand volunteers. (At the close of the war there were over one million soldiers in the army of the United States.) Those in the North who did not care what was done with the slaves, were ready to die to protect the Union. Both Northerners and Southerners rushed to arms.

FROM SUMTER TO APPOMATTOX—1861 TO 1865.

1861

There was little fighting in 1861. The principal battle was fought at Bull Run Creek in Virginia, just thirty miles from Washington. The Union army was at first successful, but was finally driven from the field. The South was elated. The North was awakened to the fact that a great war was to be fought, and that great preparations must be made.

1862

The battle-line in 1862 extended from the Atlantic Ocean to the Mississippi River. In the East the Union armies failed in their attempts to take Richmond, and the Confederate armies under their able commander, General Robert E. Lee, failed in their attempt to invade the North. In the West, in Kentucky and Tennessee, General Grant was successful, and caused the Confederates to yield part of these states. Admiral Farragut, the Union naval commander, captured the important port of New Orleans, at the mouth of the Mississippi River. The Union warships blockaded the Southern Ports, and the South was cut off from the outside world.

1863

*The Negroes
Freed*

During the first two years the war was to protect and preserve the Union. On January 1, 1863, President Lincoln freed all the slaves in the Confederate states by the EMANCIPATION PROCLAMATION. This was the most important event of the war. After January 1, 1863, the North was fighting to free the negroes, as well as to preserve the Union.

*Battle of
Gettysburg*

General Lee won two victories over the Union armies in Virginia in December, 1862, and May, 1863. In June he started to march into the North with his powerful army of 85,000 men. The Confederates passed through Maryland and entered Pennsylvania. A Union army of 95,000 men under General George G. Meade met Lee's army at the village of Gettysburg, on July 1, 1863. Here was fought the greatest battle that has ever been fought upon American soil. Both armies were well-trained, and veterans of three years' fighting. The Union army occupied a hill or ridge three miles in length. The Confederates held a similar ridge about a mile away. For three days terrible and bloody fighting took place (July 1, 2 and 3). On July 3 Lee ordered the Confederate General Pickett to attack the

center of the Union line. With 15,000 of his bravest soldiers he charged across the valley. His force was in three lines, a mile in length. Eighty cannon tore great holes in these lines, but they came on until the hill occupied by the Union army was aflame with a murderous fire. Some of the Confederates reached the top, and here they were crushed in terrible hand-to-hand fighting. The great charge failed, *and Lee was defeated*. On the following day, July 4, he retreated from Gettysburg, having lost one-third of his army, 30,000 men. The Union army lost 23,000 men. The Confederates were never able to invade the North again.

*Capture of
Vicksburg*

On the same day that Lee retreated from Gettysburg, General Grant captured Vicksburg, upon the Mississippi River. This was a great Confederate stronghold, and its capture gave the Union army over 30,000 prisoners, and what was more important, the North thus had control of the Mississippi River. Thus two great victories were won by the North on July 4, 1863. Had this been a war between two nations, peace would have followed these victories. But this was a war between brothers, a civil war, and civil wars are always the most terrible. The war continued nearly two years longer. The South did not give up until she was completely worn out.

*Chickamauga
and
Chattanooga*

There were other battles in 1863. The Confederates won a victory at Chickamauga in Georgia, September 19 and 20. In November, Grant took command of the Union army at Chattanooga, Tennessee, near Chickamauga, and on November 24 and 25, he defeated the Confederates and drove them into Georgia.

1864

*Grant attacks
Richmond*

In March, 1864, General Grant was made commander-in-chief of all of the armies of the United States. In May he marched with a Union army of 150,000 men against Richmond, the capital of the Confederate States. Many bloody battles were fought north of Richmond. In one of these battles five thousand men fell in twenty minutes. Before the end of June Grant had lost more than sixty thousand men, and Lee's loss was forty thousand. Grant then attacked Richmond from the south. Here the Union army remained during the rest of 1864, keeping Richmond in a state of siege.

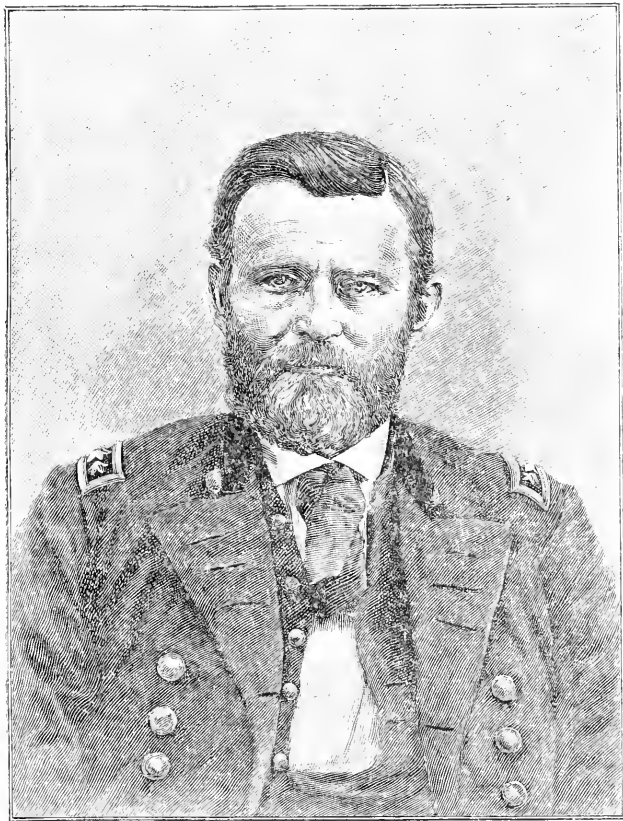
*Sherman in
Georgia*

At the same time that Grant was fighting Lee near Richmond, General William T. Sherman was leading another Union army into Georgia. On September 2, he captured Atlanta, one of the few manufacturing cities of the South. He then marched two hundred miles to Savannah, on the Atlantic coast.

which he captured on December 21. General Thomas, another famous Union commander, completely cut to pieces a Confederate army at Nashville, Tennessee, on December 15.

Close of 1864

The year of 1864 closed with the Confederates in control



GENERAL U. S. GRANT

of only three states, South Carolina, North Carolina, and a part of Virginia.

1865

The South was worn out, while the North had grown continually stronger. The fighting continued between Grant and Lee around Richmond, during March, 1865. But it was a losing fight for Lee. On April 2 he retreated from Richmond, and April 3 the Union armies entered the city that they had tried to capture for four long years. On April 8 Lee and his army was surrounded west of Richmond at Appomattox Court House. On the following day, April 9, Lee surrendered to Grant. The Confederate army of 29,000 was nearly starved, and they were given plenty of food by the Union soldiers. Grant treated the captured army with great kindness. He ordered

*Surrender of
Lee*

that all Confederates owning horses or mules should be allowed to take them home. "They will need them for the spring plowing," he said.

When Lee left his sad veterans he said: "Men, we have fought through the war together. I have done the best I could for you."

End of the War

The war ended on April 26, when General Johnston surrendered to General Sherman in North Carolina.

Summary of the War

Dodge: "Birdseye View of the Civil War."

In the North about four out of every nine served three years; in the South, nine out of ten did so. The bulk of the soldiers were called volunteer troops, because the United States never had a large regular army. Most of the officers in both the Southern and Northern armies were educated at the United States Military Academy at West Point. The total loss of life due to the war was about one million men. At least seven hundred men lost their lives each day of the four years' war. The whole cost of the war to the United States government was about ten billions of dollars. (None of the debt made by the South has been or ever can be paid, because it was used against the United States.) This large sum includes the enormous amounts paid as pensions to the soldiers who were injured, or who have needed aid since the war. No country in the world has done as much for the soldiers who served in its defence.

Results of the war

The war preserved the Union. Instead of two nations, there was one nation and one country—the *United States*. It was forever decided that a state could not withdraw from the Union. Secession was dead. The war also abolished negro slavery. Lincoln's Emancipation Proclamation had declared the slaves in the Confederate states to be free. This was confirmed and extended to the other slave states by the Thirteenth Amendment to the Constitution on December 18, 1865.

The Killing of Lincoln

Hardly had the North recovered from the joy of Lee's surrender, when the news was telegraphed throughout the country that President Lincoln had been shot by an assassin. He was shot on the night of April 14, 1865, while he was attending a play in a theater at Washington. The grief of the people was unbounded. It was he who had been the pilot of the country through the great civil war, and he ranks with Washington as the greatest of American statesmen and patriots.

Abraham Lincoln 1809-1865

Abraham Lincoln was born in Kentucky, February 12, 1809. His parents were very poor. The family moved from Kentucky to Indiana, and from Indiana to Illinois. Lincoln had a hard

struggle to get an education. It is said that he would walk miles to borrow a book. He grew to be a strong man, over six feet in height. Because of his ability to cut down trees and split them into rails, he was called the "Rail-splitter," and because of his honesty he was called "Honest Abe." He became a lawyer at Springfield, Illinois, and became well known for his ability and for his honesty. He became known throughout the country because of his opposition to the extension of slavery. As president during the Civil War it was Abraham Lincoln who was the great leader. The more you study the life of Lincoln the more you will realize how honest, how kind, and how great he was.

REBUILDING THE UNION.

Johnson and Congress

After the death of President Lincoln, Vice-President Johnson became President. It was the duty of Congress and the President to provide for the return of the Southern Representatives to Congress. It was also the duty of the National Government to reorganize the State Governments and protect the negroes in the South. Congress and President Johnson could not agree as to the manner in which this difficult work was to be done. It was difficult because the Northern Congressmen did not understand the Southerners. Laws were passed, without the consent of the President, which injured the pride of the Southerners. The aim of Congress was to see that the South not only freed the negroes, but to see that the rights of the negroes as citizens were respected. The measure which bore hardest upon the Southerner was the one which gave the negro the right to vote. On the other hand, the Southern leaders were not allowed to vote because they had fought against the Union. Many of the negroes were ignorant and lazy, and were inclined to feel very proud of their new rights. These conditions were almost unbearable to the Southern white man of education.

The negro and the Southern white man

The soldiers withdrawn from the South

If Lincoln had lived the period of "Reconstruction" would have been shorter, and would have caused less hard feeling. It was not until 1871, in President Grant's first administration, that all of the Southern States were allowed to send Representatives and Senators to Congress. President Grant sent troops into the South to preserve order, and this was not liked by the Southerners. When Mr. Hayes became President in 1877, he withdrew the troops from the South. This was the best thing to do, because it allowed the Southern people to settle their difficulties in their own way.

THE PURCHASE OF ALASKA, 1867.

The United States buys more land

In 1867 the United States bought the huge territory of Alaska from Russia for \$7,200,000. Alaska is the large peninsula which forms the northwestern part of the continent of North America, and its purchase added 577,390 square miles to the area of the United States. It is too far north for extensive agriculture, but it has proved very valuable because of the seal-fur trade, its fisheries, and its mines of coal, iron and gold.

INDUSTRIAL GROWTH IN THE SOUTH.

Conditions are better in the South than ever before

The industries of the North, manufacturing and agriculture, had continued to grow during the war. In the South it was different, the land was devastated by the invading armies. The greater part of her productive wealth, or capital as it is called, was taken away from her when the slaves were freed. We have seen that slave labor was unprofitable, and after the South became accustomed to the change to Free Labor, she began to make progress. Railroads and manufactories were built, and are still being built in the South. The cotton crop is still the great crop of the Southern States, but other crops are now raised, and scientific methods and improved machinery are used in agriculture.

GREAT AMERICAN INVENTIONS.

The Americans have always been an inventive people. We



THE FIRST MCCORMICK REAPING-MACHINE, OR HARVESTER, 1834.

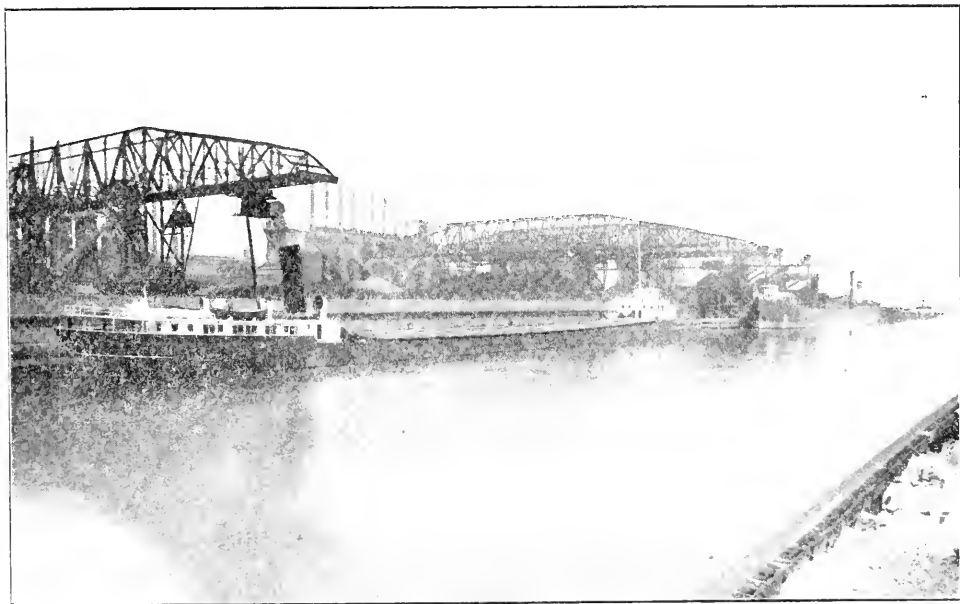
—Courtesy International Harvester Company.

*The Telegraph
and the Reaper*

have noted the inventions of Eli Whitney and Robert Fulton. In 1844 the *electric telegraph* was invented by Samuel Morse. The telegraph has made possible rapid communication between all parts of the country and world. Another invention of great importance was the invention of the *reaping machine*. With this machine one man can cut more grain in a day than twenty men could cut by hand with cradles. This invention was made in 1834 by Cyrus McCormick of Chicago. As a result of it, bread can be had by the poorest people in all parts of the world.

*The Bessemer
process and
the Open-
hearth method*

Many inventions were made after the Civil War. Among them were the *Bessemer Process* of changing iron into steel, which was first widely used in 1867, and the *Open-hearth Method* which was invented in 1869. The Steel and Iron Industry grew rapidly. One reason was the rapid growth of railroads, and the demand for steel and iron to build them. Another reason was the opening of great iron mines. Of especial interest to the people of Gary were those which were opened in upper Michigan and in Wisconsin. This is because it has been found more economical to transfer the ore by lake steamers to some port with good railroads, and there manufacture it into steel, than to ship the ore all the way to Pittsburg and other old iron centers, which are near coal mines. This ex-



GARY HARBOR

Showing the arrival of the Ore. The ships in this picture are of the Whaleback type, these steel ships are the leading freight carriers of the Great Lakes. The ship in the foreground has not been unloaded and is low in the water. The second ship is nearly unloaded. The ore is unloaded by huge dippers, operated by electrical power. The Blast Furnaces are in the distance.

*Why Gary
was built in
1906*

plains the building of Gary. The coal is shipped here from the mines of Illinois, Indiana and Ohio, the ore is brought into Gary harbor by huge ore-ships, and the many good railroads furnish the means for shipping the finished steel products to all parts of the United States.

DEVELOPMENT OF THE WESTERN STATES.

*Building of
railroads*

*Gold discovered
in 1848*

*Mines and
Mining*

Fruit farms

In 1869 the Union Pacific Railroad was built. This railroad extended across the plains and mountains, from the Mississippi River to the Pacific Coast. Other railroads have since been built. The result has been to encourage settlers to go into the Western States. The West now produces large quantities of grain, cattle and sheep. Gold was discovered in California in 1848. Thousands of people rushed into that territory, and in a short time there were enough people to have a state government. But in the Western States away from the coast, it was due to the railroads that they also developed. The western mountains have been found to contain great quantities of valuable minerals—silver, lead and copper. Mining is therefore one of the important industries of several of the Western States. The states upon the coast have been found to be suited for raising many kinds of fruit. In California oranges, lemons and other semi-tropical fruits are profitable crops.

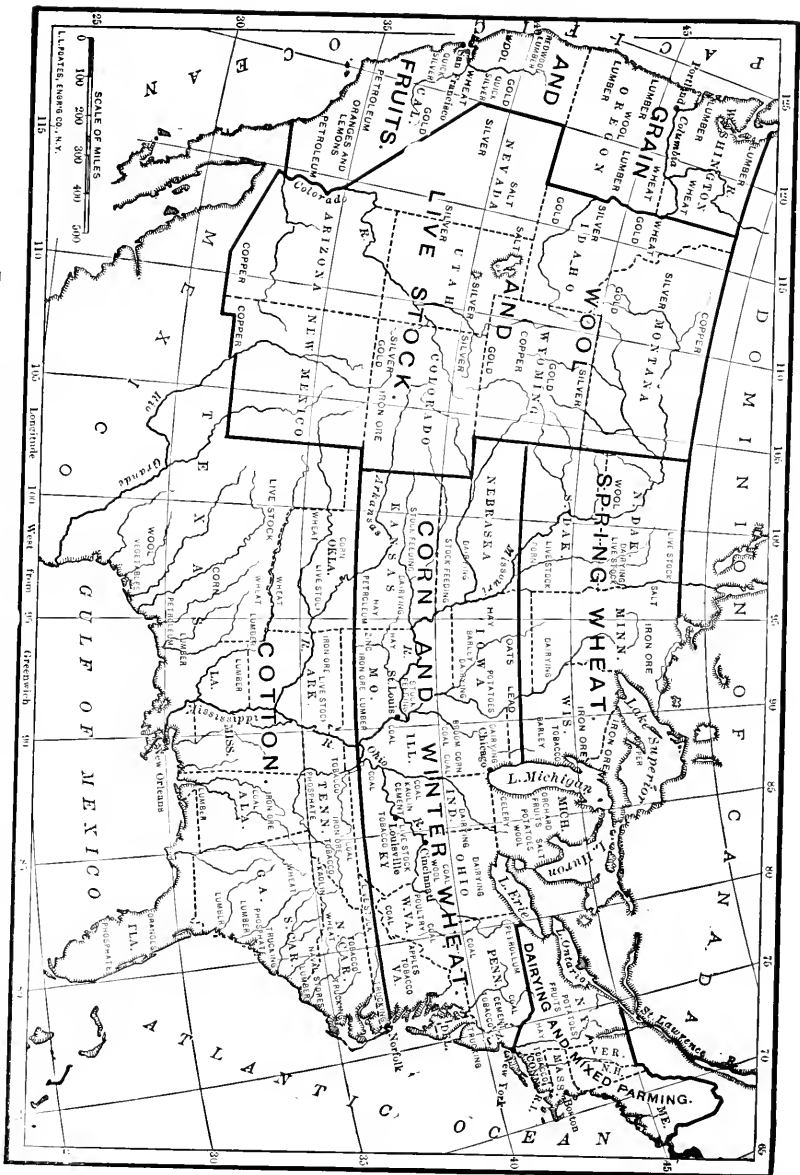
AGRICULTURE IN THE UNITED STATES.

*The Home-
stead Law
1862*

In 1862 the National Government encouraged settlers to go into the Western Territories by a law called the Homestead Law. This law provided that any man could have 160 acres of land for almost nothing, providing he would live on it for five years. Many immigrants from Europe took advantage of this liberal law, and acquired lands for farms and homes.

*Opportunities
upon the
farms*

Agriculture is different in this country than it is in Europe, because the population is not so dense, and farming is done upon a larger scale. Labor-saving machinery is used upon American farms for doing work, that in Europe is still done by hand. But there is no reason why foreigners who have lived upon farms in Europe may not become good farmers here, and many have done it. There is a great demand for farm laborers in this section of the country (Indiana, Illinois, Ohio, etc.), as well as in the West. By saving a part of what he earns, a farm laborer can soon become an owner of a farm. Many of our foreign men and women make the mistake of crowding into our large cities, and entering dangerous and unhealthful occupations, when there are great opportunities inviting them

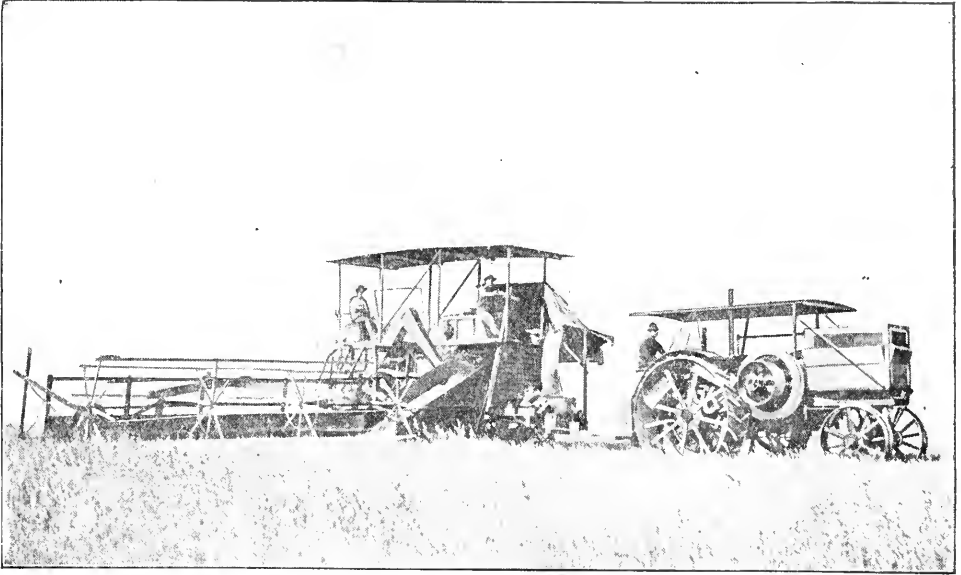


REGIONAL DISTRIBUTION OF PRODUCTS IN THE UNITED STATES

By Permission. From Bogart's "Economic History of the United States." Published by Longmans, Green & Co.

NOTE TO INSTRUCTOR.

This map is a valuable map. It should be the basis of a careful study in class-room. The six regions should be written upon the blackboard at the beginning of study. Each state should first be located in one of the six regions, and then the minor products should be read aloud by the students. They might profitably write upon paper what the teacher writes upon the blackboard. Some valuable geographical knowledge can be imparted from this map, and it is about the only place it can be taught. The two western zones are mountainous regions. The general location of the Allegheny and Rocky Mountains should be made clear. The leading rivers located, their names written upon the blackboard, etc. Oral teaching in connection with this map will be necessary and profitable. Chaoning's Student's History of the United States, contains available opening chapter, that will give the instructor adequate preparation for making good use of the map. Bogart's "Economic History of the United States," from which this map is taken, is a valuable one volume work upon all phases of the Economic History of the United States.



MODERN METHODS OF FARMING

This machine Reaps, Threshes, and Bags Grain at the same time.

---Courtesy International Harvester Company.

to the farming sections of the country—in the North, West and South.

PRESIDENT GARFIELD AND THE CIVIL SERVICE REFORM.

The Presidents have always gone about in public as do ordinary citizens. As a result three Presidents have been assassinated. President Garfield was the second President to meet his death at the hands of a murderer. He became President in March, 1881. On July 2, 1881, he was shot while waiting for a train in the Baltimore & Ohio railway station at Washington. He lived until September, and upon his death the Vice-President, Chester A. Arthur, became president. President Garfield was shot by a man who wanted a government position, but the President refused to appoint him, and he took his revenge by shooting Mr. Garfield.

This awakened the people to the necessity of taking out of the President's hands the appointment of men and women to a large number of offices. It was shown that the President did not have the time to appoint the many postmasters, clerks, and stenographers. A law was passed by Congress called the Civil Service Law, which provided for giving examinations to those who wanted positions. By this means those who were best fitted were selected. Over 110,000 positions are now filled

*Assassination
of Garfield*

*Need of civil
service reform*

by this method. The men and women who are best trained thus get many of the positions in the government service.

THE SPANISH-AMERICAN WAR, 1898.

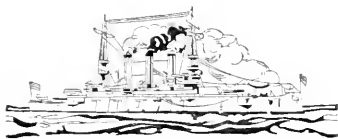
Spain and her Possessions We have already seen how Spain lost her colonies in North and South America, because of her cruelty and misgovernment. We will now see how Spain lost Cuba and her other island possessions, and for the same reason that she lost her other colonies.

The Maine destroyed

In 1895 the Cubans began a War for Independence. A large Spanish army destroyed much property and treated the Islanders most cruelly, but she was unable to conquer the Cubans. This caused the Americans to sympathize with the Cubans. In February, 1898, the United States sent the battleship Maine to Havana harbor, in Cuba. Shortly after her arrival she was blown up, and nearly the whole crew was killed. This had the same effect upon the people of the United States that the firing upon Fort Sumter in 1861 had upon the North. The whole country was thoroughly angered and aroused.

War declared by the United States

The conditions in Cuba grew worse each day. President McKinley demanded that the war against the Cubans be brought to an end. Congress asked Spain to withdraw her troops from Cuba, and give independence to the islanders. Spain refused, and on April 21, 1898, war was declared by the United States.



AMERICAN BATTLESHIP, 1898.

The battle of Manila Bay

Commodore Dewey, the commander of an American fleet, then at Hongkong, China, immediately sailed to the Philippine Islands, which belonged to Spain. He boldly sailed into the harbor of Manila, where he quickly destroyed the Spanish fleet in a battle lasting but a few hours, on May 1, 1898. Later an army was sent to the Philippines, and they were taken from the Spaniards.

The Santiago Campaign

The remaining campaigns took place in the islands of Cuba and Porto Rico. A Spanish fleet was sent to Cuba, and the American warships blockaded it in Santiago harbor. Santiago is located upon the southern coast of Cuba. An army of 15,000 American soldiers were sent to attack the city by land. On July 1 the American army took the forts which overlooked

the city. On July 3 the Spanish fleet tried to escape from the harbor, and the entire fleet of six warships was sunk by the American fleet under the command of Commodores Schley and Sampson. Two weeks later the city surrendered with 22,000 Spanish soldiers. An interesting event of the Santiago campaign was the long voyage of the battleship Oregon. This ship was at San Francisco when the war began. It sailed around South America, and joined the American fleet before Santiago, after a voyage of 11,000 miles.

Voyage of the Oregon

The Treaty of Peace

After the capture of Santiago, General Miles landed a large army in Porto Rico. Before a battle was fought, Spain asked for terms of peace. The war had lasted only one hundred days. Following are the terms of the treaty:

- (1) Cuba was given her independence;
- (2) The Philippines, Porto Rico, Guam and another small island were ceded to the United States;
- (3) The United States paid \$20,000,000.00 to Spain for the Philippines.

Results of the War

The war with Spain brought the United States into the first rank among the military powers of the world. The easy and complete victories of the American fleets and armies raised the country in the estimation of European nations. All the European countries, except England, had said that Spain would be successful. Another important result was to show that the United States was united. During the Spanish-American war there was no North, no South, no East, and no West. The citizens of the whole country united to uphold the honor of the Stars and Stripes.

ANNEXATION OF THE HAWAIIAN ISLANDS.

During the war, in July, 1898, the Hawaiian Islands were annexed to the United States. They lie in the Pacific Ocean about twenty-one hundred miles west of San Francisco. In 1893 the people of the islands revolted against their queen. They erected a republic, and asked to be annexed to the United States. The islands make a valuable place from which to supply our warships with supplies. In case of war they would aid in defending our western coast. The chief products of the islands are sugar and rice. Honolulu is the capital. It has a good harbor, and is rapidly growing in commercial importance.

THE HISTORY OF THE UNITED STATES SINCE 1900.

Islands ask to become a part of the United States

McKinley is shot

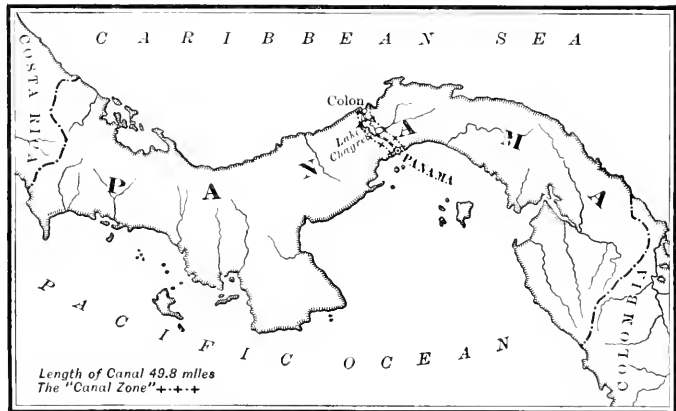
President McKinley, who was President during the Spanish-American war, was inaugurated March 4, 1897. In 1900 he

was elected for a second term. On September 5, 1901, while attending the Pan-American Exposition at Buffalo, he was shot by an anarchist. He died a few days later on September 13. Thus William McKinley became the third martyred President. Theodore Roosevelt, the Vice-President, immediately became President.

*Roosevelt
becomes
President*

*The Panama
Canal*

Mr. Roosevelt was one of the officers of a famous regiment in the Spanish-American War, called the "Rough Riders." He was very popular with the people, and was called "Teddy." He was elected for a second term in 1904, and was inaugurated March 4, 1905. While he was president the United States bought a strip of land from the Republic of Panama for the purpose of building a canal across the isthmus which connects North and South America. The digging of the Panama Canal began in May, 1904. The canal when completed will be a great monument to American industry and skill. The canal will be completed before the end of 1913, but will not be opened for



THE REPUBLIC OF PANAMA.

In 1513 Balboa crossed this strip of land. In 1881 the French started to build a canal, and failed after eight years. In May 1904 the United States began to build the canal, and completed it in 1913.

By Permission. From Muzzey's American History. Published by Ginn & Co.

traffic until 1915. The Panama Canal will save many miles of ocean travel. The distance by water from New York City to San Francisco is now 13,000 miles. The distance by way of Panama is 5,200 miles. Thus 7,800 miles will be saved. If the battleship Oregon was to sail from San Francisco for Cuba by way of the canal, she would make a voyage of five thousand miles, while in 1898 she had to sail nearly 11,000 miles. Therefore the canal will aid the United States in defending her coasts, as well as benefit commerce, because the American warships will be able to sail from one coast to the other in a short time.

The Cuban Republic

The United States helped the people of Cuba to establish a republic. All Americans are interested in Cuba because it has a constitution and government like our own. In 1902 the first President of Cuba took the oath of office. It is a very fertile island, and is the largest of the West Indies.

Porto Rico

The island of Porto Rico lies east of Cuba. It is about three times the area of Rhode Island, and has a fertile soil. The principal products are sugar, coffee and tobacco. Oranges, bananas, corn, rice and pineapples are the other important products. The island is governed by a Governor, a Council of eleven men, appointed by the President of the United States, and a Legislature. The people elect the Representatives to the House of Delegates, which is the Lower House of the Legislature. The Council acts as the Upper House.

The Philippine Islands

The Philippine Islands are among the large islands of the world, and are valuable for their agriculture. The chief products are hemp, rice, tobacco, sugar, coffee, cocoanuts, and cocoa. The President appoints a Governor of the islands, and a Council of eleven members, of whom five are natives. Since 1907 the islanders have elected a Philippine National Assembly, which helps the Council in making laws. The United States will probably give the Filipinos self-government and independence when they are fit for it. Under Spanish rule very few could read and write, but the United States has sent hundreds of teachers to the islands, and schools are open to all. The Filipino boys and girls play American games. The game of base ball has become very popular. In 1905 a census of the islands showed the population to be 7,635,426. The total area of the islands is about 120,000 square miles.

The Administration of Taft, 1909-13

In November, 1908, William H. Taft of Ohio was elected the Twenty-seventh President of the United States, by the Republican party. During his administration, in 1910, the Postal Savings Bank was established. By the law which created these banks the Post Offices receive deposits and pay interest upon the savings accounts. On January 1, 1913, the United States established a Parcels Post, whereby packages are carried at reasonable rates, according to the distance which they must be carried. In 1909 a tariff bill was passed by Congress. This was called the Payne-Aldrich law, and continued the duties which are levied upon imported goods, for the purpose of protecting American producers. The Republican party has always favored high duties. The Republicans argued that high duties were a benefit to the manufacturer and to the laborer, because

it enabled the manufacturer to sell his goods and to pay high wages. The Democrats favored *free trade*, or a low rate of duties. They said that the tariff for protection made the prices of food and clothing too high.

*The election
of 1912*

In the presidential campaign of 1912 there were three leading candidates. Mr. Taft was the candidate of the Republicans; Mr. Woodrow Wilson, of New Jersey, was the candidate of the Democrats; Mr. Roosevelt left the Republican party and organized the Progressive party, whose emblem was the "Bull Moose." Mr. Wilson, who is a well-trained and a well-educated man, was elected in November, 1912, and took the oath of office on March 4, 1913.

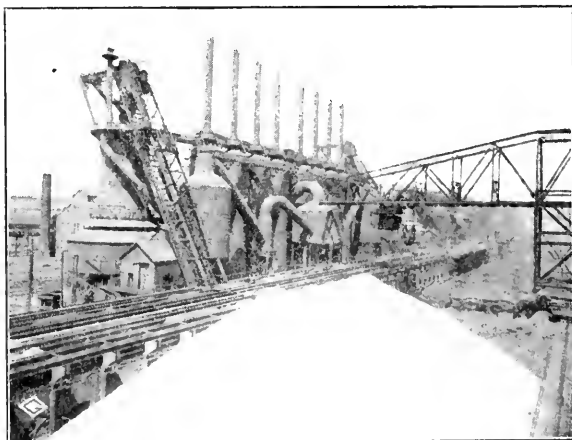
TWENTIETH CENTURY BUSINESS ENTERPRISES.

*Industries
cause the
building of
towns*

The people of Gary are interested in the manufacture of steel, because it was due to the location of the steel mills in Gary that a town was built. The people of Whiting, Indiana, are interested in the manufacture of oil products, because the Standard Oil Company has built large oil refineries in that city, and caused it to grow. At South Bend, Indiana, most of the laboring men work in the large plow and wagon factories. Many towns in all parts of the country have been thus caused to grow because of some industry.

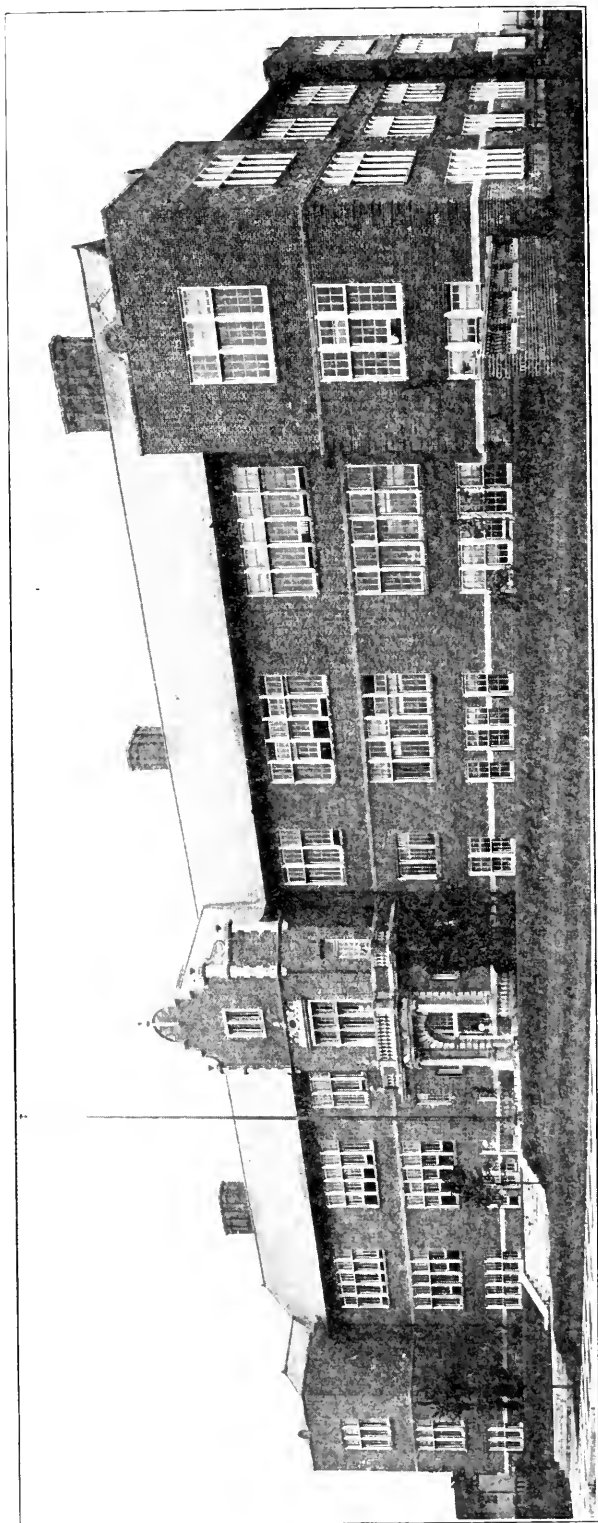
*Growth of
large corpor-
ations*

When factories were first built in this country during the War of 1812 and after, each factory was owned by a separate owner. The tendency since about 1880 has been to unite many factories under the management of one owner. It was found that goods could be manufactured with less expense, where one company or corporation controlled many factories. One reason



BLAST FURNACES OF THE GARY STEEL MILLS



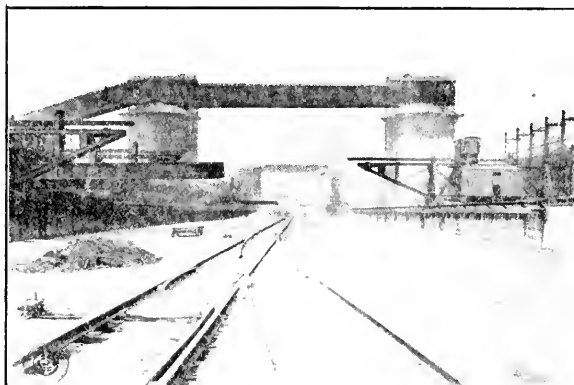


GARY PUBLIC SCHOOLS — EMERSON BUILDING

was that raw materials, as coal and iron ore, could be bought in large quantities and a lower price could be secured, than if each factory bought them in small quantities.

In 1900 the United States Steel Company was founded. The company bought the leading steel and iron mills in the country. It also bought iron mines, coal mines, lime quarries,

*United States
Steel Company*



COKE OVENS OF THE GARY STEEL MILLS

railroads and steamboat lines. It is easy to see why this great company has the ability to make steel products more cheaply than the owner of one steel mill. The United States Steel Company is only one of many large business enterprises, which are called "trusts" in the newspapers. The Standard Oil Company, the International Harvester Company, the American Tobacco Company, and others, could be named, which are giants in their respective industries.

*Opposition to
the Trusts*

Many people of the United States are opposed to such great organizations. This is because they sometimes raise the prices upon their products after they have driven smaller dealers out of business. Congress has passed laws in an attempt to regulate the trusts. In the administrations of Roosevelt and Taft many of these trusts were prosecuted in the courts for violating the laws. The large corporations have come to stay, their good features should be protected, and their bad features should be eliminated.

*The organiza-
tion of labor*

The skilled laborers of the United States have followed the example of the workers in England and France, and founded organizations known as "trade unions." There are about two million men in the trade unions. This number is no more than one-twelfth of the total number of hired workers in this country. Their main purpose is to improve the condition of the

workmen, by asking for better places in which to work, higher wages, and laws favorable to labor. Sometimes they provide for insurance against accident, sickness or death. There are some things about trade unions that sometimes call forth criticism. But it is natural for men having the same trade to join in an effort to secure their rights and to improve their condition. One laborer has very little influence with a great corporation, but many laborers can secure recognition by working together.

*Both Capital
and Labor
tend to com-
bination*

*Every worker
has a chance*

The large corporation and the trade union are examples of two modern tendencies: First, the tendency for capital to combine; and second, the tendency for labor to combine. There are other movements, such as Socialism, which aim to help the unskilled laboring man as well as the skilled laborer, which cannot be described in this short history. This much can be said without hesitation, that in no other country does the laboring man have as good a chance to live and advance, as he does in the United States. No able-bodied and willing worker need fear hunger in this country. While in many countries of Europe the great working populations are in constant dread of hunger.

THE UNITED STATES TODAY.

*The United
States is great
in every way*

The United States is today one of the leading nations of the world. The United States is a great manufacturing and commercial country, and in Europe it is said that Americans think only of the "dollar." This is not true. This country spends more money *per capita* for education than any other country in the world. There are over five hundred thousand teachers instructing eighteen million children in this country, while \$500,000,000.00 is spent each year for this purpose. There are many colleges and universities for higher education. This country has produced some of the leading scientists, authors and artists of the world, during the past century. We can only mention these facts, but our whole history disproves the statement that Americans think only of money.

CONCLUSION.

*A short
Summary*

In a short history of this kind everything of interest could not be discussed. You are now familiar with some of the important events of American history. You have been made acquainted with such men as George Washington and Abraham Lincoln, and many others who have helped to build the nation. You have seen how the Thirteen English Colonies along the Atlantic coast of North America developed into a powerful country. You have seen the United States successfully fight in

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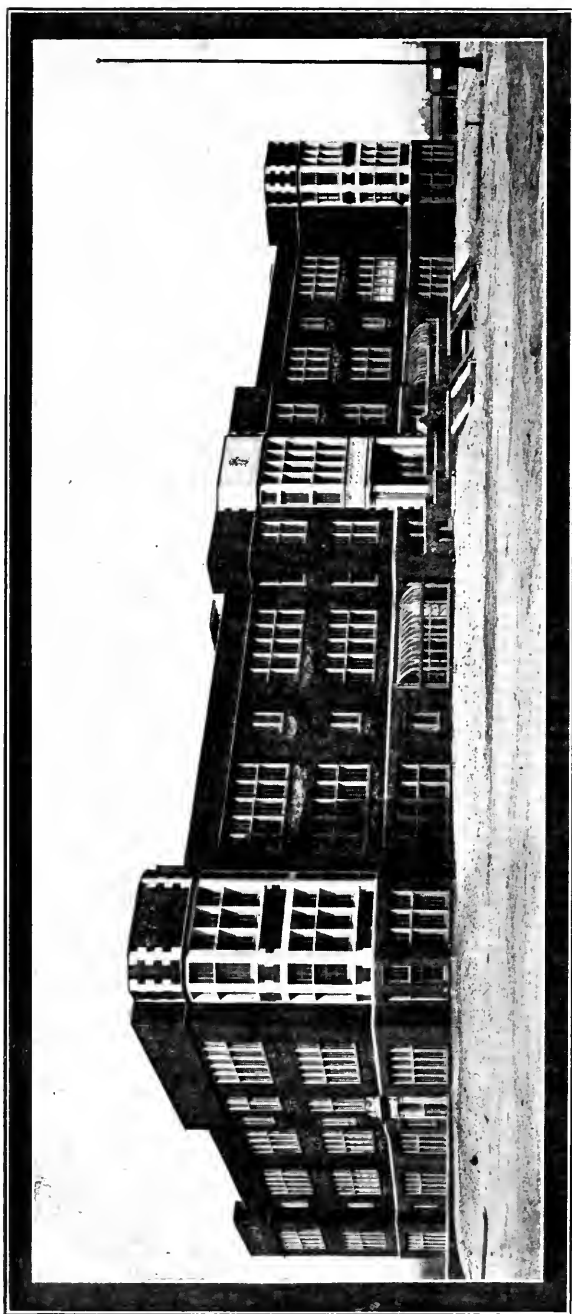
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GARY PUBLIC SCHOOLS—FROEBEL BUILDING

foreign and civil wars. You have watched the stars in the flag increase from thirteen to forty-eight, and how the American flag now floats in many parts of the world. You have read the story which proves that *self-government is not a failure*, although not without mistakes.

THE NEXT STEP.

You will next take up the study of the Government of the United States. The succeeding pages will describe how this great country is governed "by the people and for the people."

The Government
of the
United States

The Government of the United States

A SHORT OUTLINE.

- I. LOCAL GOVERNMENT:
 - A. The government of cities.
 - B. The township.
 - C. The county.
 - D. The State: Government of Indiana.
- II. THE NATIONAL GOVERNMENT:
 - A. The Executive Department: President and Cabinet.
 - B. The Legislative Department: Congress.
 - C. The Judicial Department: The Courts.
 - D. Naturalization.

I. LOCAL GOVERNMENT

THE GOVERNMENT OF CITIES.

The Three Departments

We will begin our study of government in the United States with the government that does the most for us. In the city of Gary, it is the municipal or city government. The governments of all cities in the state of Indiana are divided into three departments: The executive, the legislative and the judicial.

The Executive Department

The mayor is the chief executive of the city. He enforces the laws of the city and the state. He recommends the kind of laws he thinks the city council should pass. He appoints the heads of departments and watches over the subordinate officers. The mayor is elected for four years. Other officers who aid the mayor are as follows: The city clerk, who keeps a record of the business done by the council; the city treasurer receives the money of the city, and pays it out upon the order of the council.

The Legislative Department

The city council is the law-making department of the city government. Its laws are called ordinances. The members are called "councilmen." One councilman is elected from each ward, and three councilmen are elected by all of the voters of the city. Each councilman holds office for four years. The city council has the power to make appropriations, fix salaries, pass measures for the protection of the city, regulate traffic, the speed of vehicles, and the location of factories and stores;

Lindley,

"Civics of Indiana"
page 75

protect individuals in the city, and license, tax, regulate and restrain all business in the city.

The Judicial Department

The city judge presides over the court which forms the judicial department of the city. He is elected by the people and holds the office four years. When a person is brought into the city court for breaking a city ordinance or a state law, the judge has the power to have him put in jail or fined. He can assess fines up to \$500 and terms of imprisonment up to six months.

The police force, the firemen, the board of health, the men who collect the garbage and sweep the streets, are all employed by the city, and are a part of its government. The schools, the public library, and the parks are supported by the city.

The Police

The police force is a very necessary part of the city government. The policemen bring law-breakers before the city judge. They see that automobiles are not driven too rapidly along the streets, and in many ways they protect the people from harm and danger. At the head of the police department is an officer called the Chief of Police. He is appointed by the Board of Public Safety. The police officers are employed by the Chief of Police.

The Fire Department

The Board of Public Safety consists of three men who are appointed by the mayor. This board also appoints the chief of the fire department. The firemen are employed by the chief. In many parts of the city there are stations of the fire department, in which apparatus is kept for putting out fires. When an alarm is sent to a station, the firemen jump upon the fire automobile and rush to the fire. They are followed by the hose and ladder wagons, drawn by galloping horses.

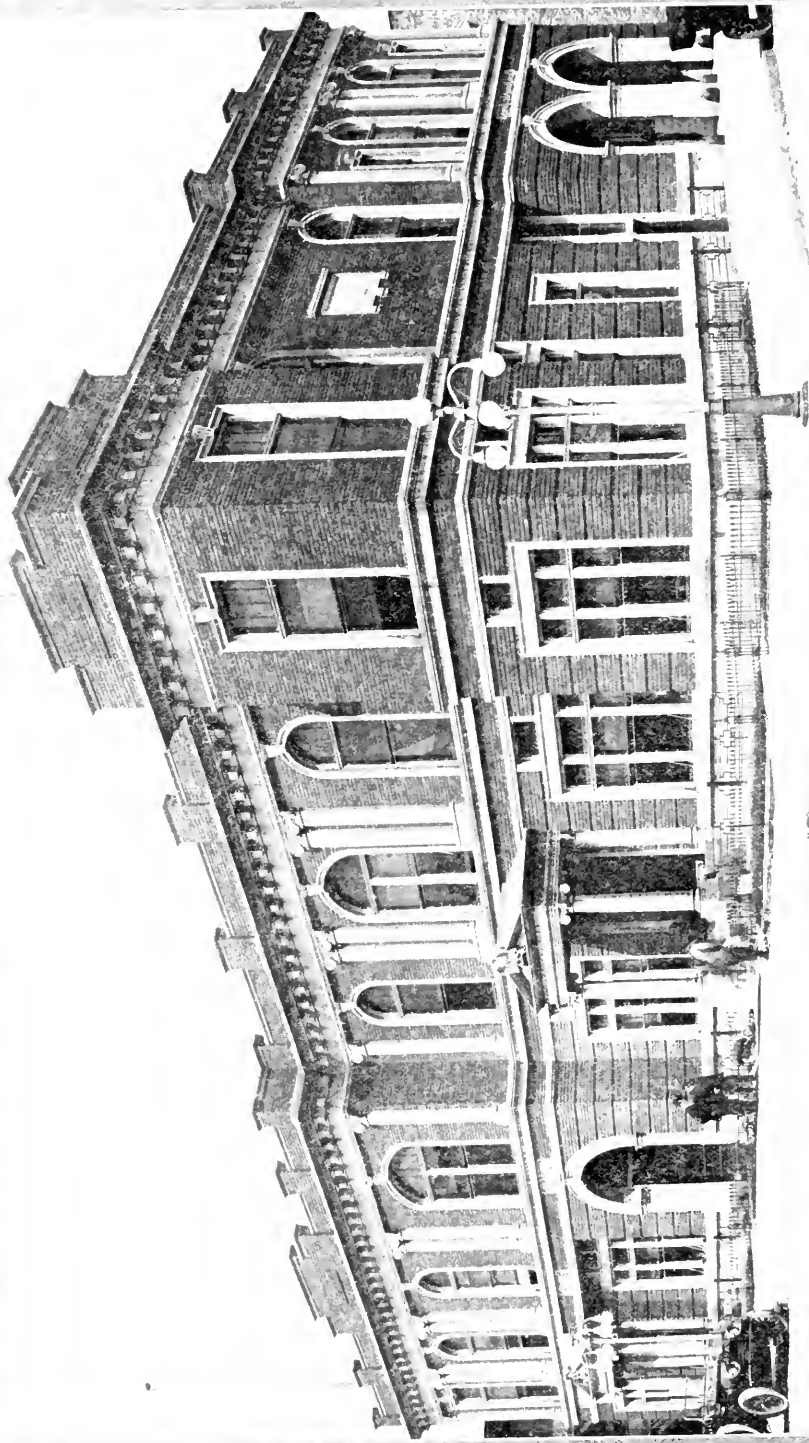
The Public Schools

The city council elects three men who have control of the schools. These men compose the Board of Education. They hold their offices for three years, one is elected each year. The Board of Education appoints a superintendent, who has the supervision of the schools. The superintendent hires the principals, teachers, and all other employes connected with the schools. The Board of Education also determines the rate of taxation to raise the funds for constructing the buildings, and for operating the schools and playgrounds.

The Public Library

The public library is open for the use of all. It is in charge of a librarian, who is appointed by a library board of seven members. There is a branch of the library in the Emerson School, and there will be one in each of the other schools.





THE CITY HALL, GARY, IND.

*The Parks
and Health of
The City*

In cities the problem of health is one of importance. For the health and recreation of the people parks are maintained by the city. The Board of Health is composed of three physicians appointed by the mayor. They have charge of all matters relating to health. When there is a contagious disease in a family, they quarantine the home; that is, no one is allowed to enter or leave the house when there is such a disease. The Board of Health has the power to close the schools, churches, theaters, and all other places where disease could be spread. It is usually all right to go to these public buildings when they are open, because they would be closed if they were not healthful.



GARY PUBLIC LIBRARY

Public Works

The collecting of garbage, the sweeping of the streets, the lighting of the streets, the control of the water supply, are under the control of a Board of Public Works. In Gary all garbage is collected in wagons, and then burned. This is the best way to dispose of it. Lids should be kept upon the garbage cans, so that the flies cannot go to them and then spread disease.

*Nominations
and
Elections*

The candidates for the offices in the city government are selected at primary elections, or by the delegates of the political parties who meet in conventions. (See Primary Elections under State Government.) In small towns the party meeting is called a *caucus*. The names of the candidates are placed upon the ballot and are voted upon at the regular elections in November. Any man twenty-one years of age, who has the right to vote for state and national candidates, also has the right to vote for the city candidates.

The state legislatures of each state make laws which de-

Municipal Government in other States

termine the kind of government the cities shall have. In most states the city governments are very similar to the government of Indiana cities. When a city is small it needs a very simple government, but as they grow larger there is more work for the city government, more departments are formed and more men are employed. Indiana has five classes of cities. In the first class are cities of 100,000 population or more; in the second, 45,000 to 100,000 population; in the third, 20,000 to 45,000 population; in the fourth, 10,000 to 20,000 population; and in the fifth class, less than 10,000 population.

Commission Form of City Government

Within the last few years a new kind of city government has grown up. It is called the commission form of government for cities. A commission of a few officers, usually five, take the place of the mayor and council. Thus all the powers of the mayor and the council are in the hands of a few men, who are elected by the people. This plan has worked well, and many states allow their cities to choose this form of government.

THE TOWNSHIP.

Divisions of the State and County

The state of Indiana is divided into ninety-two counties. Each county is divided into townships. This county is Lake County. There are eleven townships in it. Gary is located in Calumet township. The township is therefore the smallest unit of government in the state.

Purpose of Township Government

The township gives to the people who live in the country and small towns or villages, a government for attending to the public business and to furnish protection. As in the cities, the people elect their own officers. The population in the rural districts is much less dense than in the cities, and the township government is very simple.

The Trustee

The principal officer of the township is the trustee. He is elected for four years. In each village and throughout the country, school buildings are built. The trustee has charge of the schools. He hires the teachers, buys the fuel and other supplies for these schools. It is also his duty to take care of the poor within the township. The trustee has general supervision of the roads and bridges. For each day that he is employed, he receives two dollars.

Advisory Board

Each township has an advisory board of three members. The trustee makes a list each year, which states the amount of money that he will need to carry on his work. This list is given to the board. It must approve of the list made by

the trustee, and has the power to fix the tax rate to raise the required amount of money, and to borrow money if necessary.

The Township Assessor

In order to tax the property within the township, it is necessary to have a list of the property owners and the amount of property each owns. The assessor makes out this list, and sends it to the county auditor. Each property owner pays taxes according to the amount of property he or she owns. The assessor is elected for four years.

Road Supervisors

For the building and taking care of the roads the township is divided into districts, over which there is a road supervisor. The supervisors may call upon the able-bodied men within their districts to assist in making and improving the roads, bridges and like public property. The supervisor is elected for two years, and receives \$1.50 for each day that he works.

Justice of the Peace

The justice-of-the-peace is the judge of the township. Where the population is large there is more than one justice. He assists in keeping order, and may try cases of minor importance. The constable brings the offenders or disorderly persons before the justice, and executes the orders of the justice. He usually wears a large silver star, as do police officers. Both the constable and the justice of the peace are elected for four years.

Constable

The Smallest Unit in Other States

In some states, as in the six New England states, the township is called a "town." There are more officers in the town government. But in all the states the purpose of the township government is the same. It attends to many of the duties of local government, and in most states it is the smallest unit of local government.

THE COUNTY

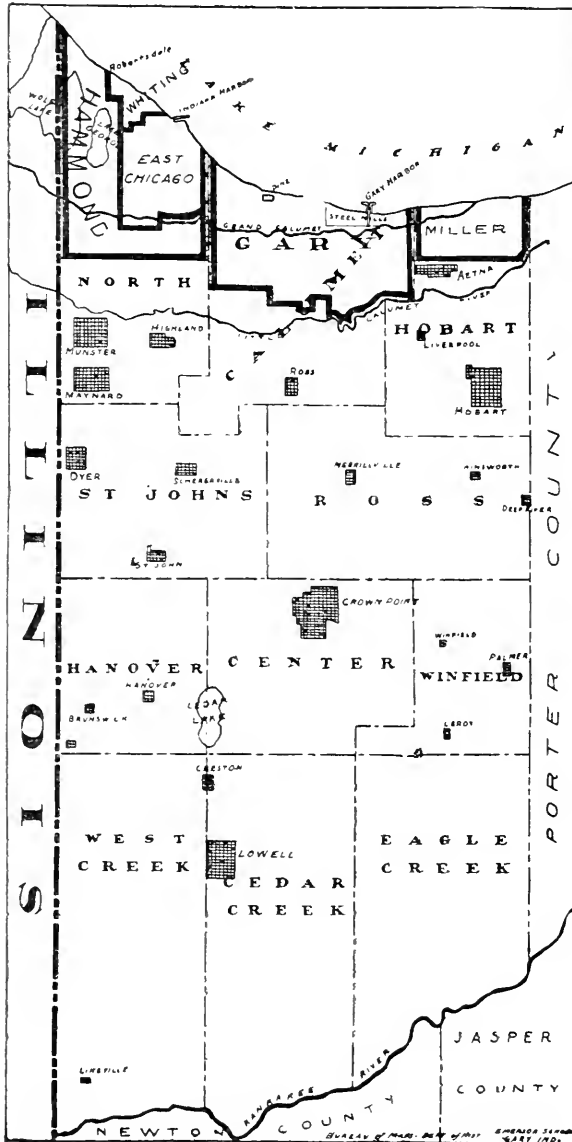
The County and the County-Seat

Indiana has ninety-two counties. The large state of Texas has 243 counties, while Delaware has but three counties. Each county has its capital, or "county seat." The county seat is a town in which the court house, the county jail, and similar buildings have been built. Crown Point is the county seat of Lake County.

Development of County Government

The county government was first used in Virginia colony. The people of Virginia lived upon large plantations, and their homes were far apart, so that it was necessary to have a district larger than a township as the unit of government. Therefore the colony was divided into counties, and the principal local officers were county officers. But in Massachusetts

*MAP OF LAKE COUNTY



The whole northern part of Lake County is occupied by the four cities of Hammond, Whiting, East Chicago, and Gary, and the town of Miller. The heavy black lines show corporation limits of these cities and the one town. This means that when you enter a train to go to Chicago, that you are in a city all the way. The next fifty years will probably see the growth of an immense city at the southern end of Lake Michigan, which will include the cities in Lake County, Chicago, and other small cities near Chicago. One writer says there will be a city of twenty-five millions within fifty years. You will note that there are two small rivers flowing across the northern part of the county, one is the Grand Calumet, and the other the Little Calumet, from these rivers the region is called the "Calumet region".

*Note to Instructor: This map was prepared especially for this book all points mentioned in the text should be located upon the map. The county should then be located upon a wall map of Indiana.

and the other New England colonies conditions were different. The people lived in towns or upon small farms. There were enough people in a small district for a unit of local government, and therefore the town or township government was the most important. In Indiana we have both the township and the county. It is called the "mixed system." As you have seen there are only a few township officers. There are many county officers, and the county government is more important.

*The County
Commissioners*

There are three commissioners, who are elected for three years, and have large powers. They must meet every month of the year. They have control over the property of the county. They have roads and bridges built; they have homes built for orphans and the poor; they fix the rate of taxation for the county; they grant licenses to sell liquor, and they inspect the reports of county and township officers.

*The County
Council*

The county council consists of seven members. They are elected for four years. It is the duty of this council to make appropriations for expending the money raised by taxation in the county. The members have a yearly meeting, but they may be called to special meetings by the county clerk. They act as a check upon the commissioners.

*Important
County
Officers*

The treasurer of the county is elected for two years. The township, county and state taxes are paid to him. In cities of the first, second and third classes he acts as the city treasurer, when the city is the county seat. The treasurer has his office in the court house at Crown Point. All of the following officers have their offices in the court house, except the sheriff. The auditor is elected for four years. He gives warrants upon the treasurer to pay the bills of the county. He also keeps the records of the county commissioners, and has many duties in handling the money of the county. The clerk has a term of four years. He keeps a record of all business transacted in the county court. He issues licenses for marriages, to practice dentistry, medicine, etc. The sheriff takes care of the jail and prisoners. He obeys the orders of the county judge, and is the leading executive officer of the county. He usually has his office in the jail, where he lives with his family. He is elected for two years. The coroner is a physician who must find out the cause of the death of any person who has been killed by violence or accident. He is elected for two years. The surveyor serves two years. He surveys lands, roads and ditches. The county assessor corrects the books of the township assessors, and tells them how to do their work.

He is elected for four years. The salaries of the officers named above are not the same in the various counties. For example, the salaries of the county treasurers vary from twelve hundred dollars to twenty-five thousand dollars. The same is true in the case of the others. When the salary is large a great part of it is spent in hiring clerks and other assistants.

*The County
or Circuit
Court*

The county court hears most of the civil and criminal cases that arise in a county. The important cases of the city and township courts are appealed to this court. It is usually called the circuit court. Judges of the circuit court are elected for six years. When the population of a county is large, and there are too many cases for a single judge, the state laws provide for a superior court judge, a criminal judge, and a probate judge, to assist the judge of the Circuit Court. The prosecuting attorney is an officer of the Circuit Court. He is elected for two years. It is his duty to prosecute criminals and to represent the state in the court.

*Trial by
Jury*

Any man accused of a crime has the privilege of being tried by a jury of twelve men. This is also true in civil cases. This custom arose in England many centuries ago. (It first came into notice in the reign of Henry II, 1154 to 1189.) The jury which tries the case is called the *petit jury* or *trial jury*. The *grand jury* is composed of six men, who examine the evidence brought against anyone charged with a crime, and if it looks as though the man accused did the criminal act, they *indict* him, or bring in a *true bill*. He is then arrested and brought into court for a trial. To be accused of a crime is a serious matter, and this is the reason why the Grand Jury must always pass upon the evidence before a man can be openly accused.

*Officers not
elected by
the people*

Each county of Indiana has a superintendent of schools, who is chosen by the township trustees for four years. He supervises all the schools of the county, except those in the cities. There is a County Board of Education, which meets twice each year to discuss school problems. It is composed of the county superintendent, the township trustees, and the presidents of the school boards of the towns and cities of the county. Each county has a county poor farm, where all persons who cannot support themselves are kept. The superintendent of this farm is appointed by the county commissioners. A County Attorney is appointed by the commissioners to advise the county officers upon legal questions.

Not all of the county boards and minor officers have been

named, but enough of them to give an idea of the work that is done by the county government.

*Other facts
about the
County
Government*

The county government does not have three departments, as does the city government. The laws which define the duties of the county officers are state laws. The county officers are largely administrative officers, that is they enforce the laws, or administer them. They do the things that are required by the state laws. All officers are citizens of the county in which they serve. The political parties hold county conventions in which delegates are sent from each township and city. These conventions nominate candidates for the offices. (See Primary Elections Under State Government.) The names of the candidates are printed upon the county ballot. Any voter in the county may vote for these candidates if he has lived in the state six months, in the township sixty days, and in the precinct or ward thirty days, before the day of election.

GOVERNMENT OF INDIANA.

*History of
Indiana*

The Indians first lived in Indiana, and it was from the Indians that it received its name. The French next came to Indiana. Vincennes, one of the first forts built by the French, was built in 1727. Later the territory was taken by the English. During the Revolutionary War an American officer, George Rogers Clark, captured Vincennes and drove the English out of Indiana. In 1816 Indiana became a state. It was the nine-

State Seal



of Indiana

teenth state. In 1851 the present constitution was ratified by the people.

*The Constitu-
tion*

The description of the state government must be made brief, although it is very important. The constitution of a state carefully names the branches or departments of the government. It enumerates the powers and duties of the officers. The Constitution of Indiana also has a Bill of Rights, which guarantees certain rights to the people, such as the right of trial by jury, the right of a man to worship as he pleases, and the like. A constitution has been called the *fundamental law*. It is like the foundation of a house, as the upper parts

of the house rest upon the foundation, so the government—its laws and officers—must be in accord with and rest upon the constitution.

How the Constitution was made

The Constitution of Indiana was made by a constitutional convention, after the manner of the Constitution of the United States. The constitution was then ratified by a vote of the people. In order to change the constitution, an amendment must be voted upon by the people, and a majority of those voting must favor it. It is important to see the difference between constitutional law and a law passed by the legislature. (Ask questions if this is not clear to you.) The Constitution of Indiana provides for three departments: Executive, legislative and judicial.

The Governor of Indiana

The governor is the chief executive officer of the state. He is elected for four years. He receives a salary of \$8,000. In case the governor should resign or die during his term of office, the lieutenant governor would take the office. The lieutenant governor is elected for four years, and receives a salary of \$1,000. He presides over the Senate, and receives eight dollars each day that the legislature is in session in addition to the above.

Duties of the Governor

All bills must be sent to the governor, and when he signs them they become laws. (See Legislature.) It is his duty to have all laws executed, and he has the power to call out the military forces of the state to preserve order and enforce the laws. He sends a message to the General Assembly in which he recommends new laws or changes in the old laws. He may pardon criminals.

Other executive officers

The Secretary of State must publish the laws. The Auditor of State keeps the accounts of the state. The Treasurer of State keeps the funds of the state. The Attorney General gives legal advice to state officers, and defends and prosecutes suits in court for the state. These officers are elected for two years. The following officers are also elected: The Geologist, four years; the State Superintendent of Public Instruction, two years; the State Statistician, two years; the Clerk of the Supreme Court, four years; and the Reporter of the Supreme Court, four years. (See a sample state ballot.)

Important Boards

There are a large number of boards, whose members are appointed by the governor. There is a State Board of Health, a Board of Medical Examiners, a Board of Education, and others. Space will not allow the naming of all of these boards, or the attempt to define their powers. It is the duty of the

state government to regulate all matters for the health and happiness of the people within the state.

The Legisla- tive Depart- ment

The General Assembly is the legislative department. It is usually called *the Legislature*. It has two houses: A Senate, and a House of Representatives. There are fifty Senators, who are elected for four years. There are one hundred Representatives, who are elected for two years. Both are elected from districts within the state. The members are paid six dollars each day that the Legislature is in session. The regular sessions are held once in two years, upon the odd year. The regular session cannot continue more than sixty-one days. The governor may call a *special session*, when he thinks it is necessary. The regular sessions open in January. (The first Thursday after the first Monday.)

Presiding officers

The presiding officer of the Senate is the lieutenant governor. He is elected by the people. The presiding officer of the House is the Speaker. He is elected by the members of the House of Representatives. The Speaker receives eight dollars each day that the Legislature is in session.

How laws are made

Any member of either house of the legislature may introduce a bill. It is first read for the information of the members by the Reading Clerk. It is then sent to a committee. The committee considers the bill, and if it is favored it is reported back to the house. There were forty-five standing committees in the Senate in 1909. When the bill is reported back to the House it is read a second time, and speeches are made by the members for or against the bill. On another day it is read a third time, and then voted upon. If a majority of the members vote for the bill it is then sent to the other house. If it is passed by both houses, it is then sent to the governor. When the governor signs a bill it becomes a law. A law goes into effect when it is published in all of the counties of the state, except when it is clearly stated that the law shall go into effect at once. But if the governor does not approve the bill, he may *veto* it; that means that he will not sign it, and sends it back to the house in which it was first introduced with his objections to it. The houses have the power to pass it over his veto, but they may change it to suit him.

The Judicial Department

We have already described some of the state courts. The court of the justice of the peace is the lowest state court. Then comes the Circuit or County Court. The Circuit Courts hear the greatest number of law suits that arise within the state. Some cases may be taken or *appealed* to the Appellate

Court. There are six judges in this court, each elected for five years. Other cases may be appealed to the Supreme Court. There are five judges in the Supreme Court. They are elected. (See a sample state ballot; it will show how they are elected.) Thus the Indiana Court system is as follows: First, the court of the Justice of the Peace; second, the Circuit or County Court; third, the Appellate Court; and fourth, the Supreme Court.

*The Capital:
Indianapolis*

Each state has a capital city. The capital is a city in which the government buildings are located. The governor and other state officers live at the capital, and have their offices in the state house, or *capital building*. Two large rooms are used by the two houses of the Legislature. They are called the Senate Chamber and the Chamber of the House of Representatives. The capital of Indiana is Indianapolis. It is a beautiful city of about 250,000 population. It is located near the center of the state in Marion County. The state house is a stately building of white stone.

*Educational
Institutions*

Indiana supports three fine schools for higher learning. Indiana University is located at Bloomington. It has the following departments: Literary, Scientific, Law and Medicine. Purdue University is located at Lafayette. It is one of the best technical and agricultural schools in the country. At Terre Haute is located the state Normal School. It is a school for preparing teachers. All students from Indiana may attend these schools without charge. But students attend them from many states and foreign countries. There are many other colleges and universities in Indiana, but they are not supported by state money.

*Hospitals,
Charitable,
and Penal In-
stitutions*

Indiana maintains five hospitals for the insane. There are five reformatories or prisons. These are institutions where criminals and persons guilty of serious offenses are placed. Their aim is to reform, as well as to punish. The following institutions are also maintained by the State of Indiana: Epileptic and Tuberculosis Hospitals; a School for Feeble-minded; a Soldiers' Home and a Soldiers' and Sailors' Orphans' Home; and a Deaf and Blind School.

*Summary of
Local Govern-
ment*

It will be seen after studying the government of the cities, the townships, the counties and the state, that the government with which we have the most to do is the *local government*. The laws which regulate the affairs within the townships, cities and counties—are state laws. The National Government has nothing to do with local government, in ordinary times. The

post office is the only institution of the National Government that serves the people directly, whether they live in the country or city.

Elections and Nominations

Any citizen may vote for state officers if he is twenty-one years of age, and has lived in Indiana six months, in the township sixty days, and in the precinct thirty days. A foreigner may vote after he has declared his intention to become a citizen, and fulfills the above conditions. (See Naturalization Under National Government.) State officers, as the governor, secretary of state, judges, etc., are nominated by state conventions, which are held by the political parties. Delegates to these conventions are elected from each county by the members of the party.

Primary Elections

You will remember what has been said about nominating officers in the township, city and county. Where the county has a city of 36,000 people or more, primary elections are held to name candidates, instead of holding conventions and caucuses. Each party holds an election by secret ballot, just the same as a regular election, and selects the candidates for the party. Thus the members of the party may vote directly for the candidate they wish, instead of having a representative vote for them. A party must have cast a vote equal to ten per cent of the whole vote at the last election in order to hold a primary election. There are two ways whereby a man can get his name on the primary ballot. In the first place, he may hand his name to the primary commissioners; or, in the second place, twenty-five voters may petition to have his name placed upon the ballot. The candidates for the office of State Senator or State Representative are nominated in the primary election, but conventions are held to nominate the men who want the other state offices.

Registration of voters

In order to vote at the regular elections, a voter must enroll his name in the precinct where he lives. Then when he comes to vote his name will be checked, and after once voting he cannot vote again. This prevents fraud in elections. Naturalization will be described when we take up the description of the National Government, because the Congress of the United States has passed a law to regulate naturalization.

Divisions of Local Government in other countries

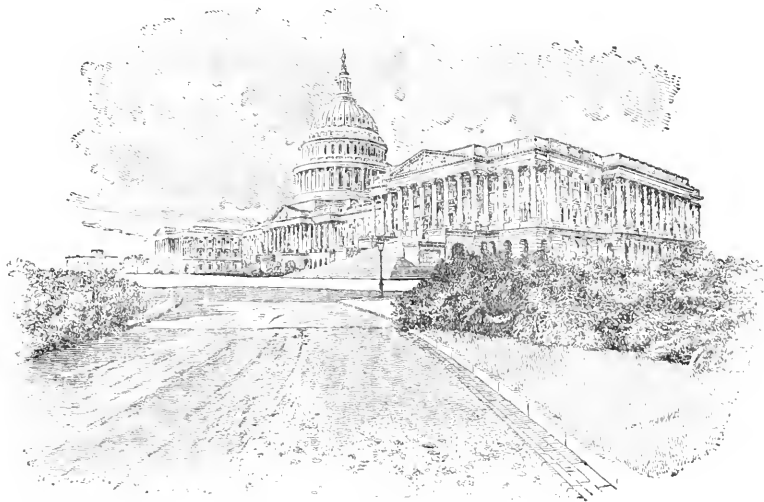
From Woodrow Wilson's book entitled, "The State," the following table has been developed. It was thought that it would prove of interest to give the names of the divisions of local government of the leading European countries, which

are somewhat similar to the divisions of local government in the United States.

TABLE				
United States	State	Congressional District	County	Township and City
France	Department	Arondissement	Canton	Commune
Prussia	Province	Government District	Circle or County	Township
Austria	Province		District or Circle	Commune
Hungary	Shire			City and Commune
Sweden			County	Commune
Norway			District	Commune
England			Shire or County	Parish Burrough

Congressional Districts

The Congressional District is not a division for local government in the United States. The reason why it was put into the table is because each state is divided into congressional districts. Indiana has thirten of them, and from each a member to the National House of Representatives is elected. This will become clear after reading about the National Government.



THE CAPITOL, WASHINGTON, D. C.

By Permission. From Gordy's "A History of the United States." Published by Charles Scribners' Sons

II. THE NATIONAL GOVERNMENT

We will take a brief review of that part of the history of the United States, which leads up to the forming of its Na-

*Historical
Review*

tional Government. In 1775 the Revolutionary War began. One year later, on July 4, 1776, the Declaration of Independence was adopted. In 1781 the Thirteen States adopted the Articles of Confederation. England recognized the independence of the United States by the Treaty of 1783. The government erected by the articles was very weak. It had only one department, and that was the Congress. In 1787 the Constitutional Convention met at Philadelphia and drew up a new frame of government, called the Constitution of the United States. It was adopted by the states in 1788. Washington was elected President, and the National Government, as it is today—with its President, Congress, and courts—was put into operation in 1789.

*The
Constitution*

The Constitution is the *fundamental* law of the United States. (See State Constitution.) The constitution provides that the government shall be divided into three departments, and the powers of these departments are carefully defined. The three departments of the government are as follows: The Executive, the Legislative, and the Judicial.

*The Capitol:
Washington*

As in the case of the county and the state, the United States has its capital city. It received its name from George Washington, the first President of the United States. The city of Washington is one of the most beautiful cities in the world. The principal building is the *Capitol*. The residence of the presidents is called the White House. There are many other fine government buildings in the city. Washington is located in the District of Columbia, which is in the state of Maryland.

THE EXECUTIVE DEPARTMENT.

*The Executive
Department:
the President*

The President is the chief executive of the United States. He is elected for four years. His power is greater than that of a king. It is his duty to have the laws executed. He has the right to appoint many important officers: Cabinet members, diplomatic officials and postmasters of cities. These appointments must be sent to the Senate, and it must approve them before they go into effect. The President makes treaties with foreign nations, and receives the ambassadors from foreign nations. He is the Commander-in-Chief of the army and navy. Each year he sends a message to Congress, or goes before it and delivers an address, in which he asks for such laws as he thinks wise. When a bill has been passed it must be sent to the President, who has the power to veto it.

There are ten executive departments. The men at the head

*The
President's
Cabinet*

of these departments form the President's Cabinet. He often-times calls them together to give him advice upon questions of government. Following is a list of the cabinet members:

1. *The Secretary of State* has charge of foreign affairs. It is his duty to issue the laws of the United States. In the library of the State Department you may see the original copies of the Declaration of Independence and the Constitution.
2. *The Secretary of the Treasury* cares for the money of the government, and through his agents he collects the taxes and duties.
3. *The Secretary of War* is in charge of the army, and the West Point Military Academy. His department is called the War Department.
4. *The Attorney General* is at the head of the Department of Justice. He gives legal advice to the President, and prosecutes the law suits of the government.
5. *The Postmaster General* is at the head of the Post Office Department.
6. *The Secretary of the Navy* has control of the naval forces of the United States, and the Annapolis Naval Academy.
7. *The Secretary of the Interior* has charge of the public lands, the Indian tribes, the pension office, etc.
8. *The Secretary of Agriculture* directs the Department of Agriculture. This department aids the farmers in many ways.
9. *The Secretary of Commerce* has charge of many matters relating to the business men of the country, immigration, and such matters.
10. *The Secretary of Labor* is the head of the Department of Labor. He was added to the list of cabinet members in 1913.

*Salaries in
the Executive
Department*

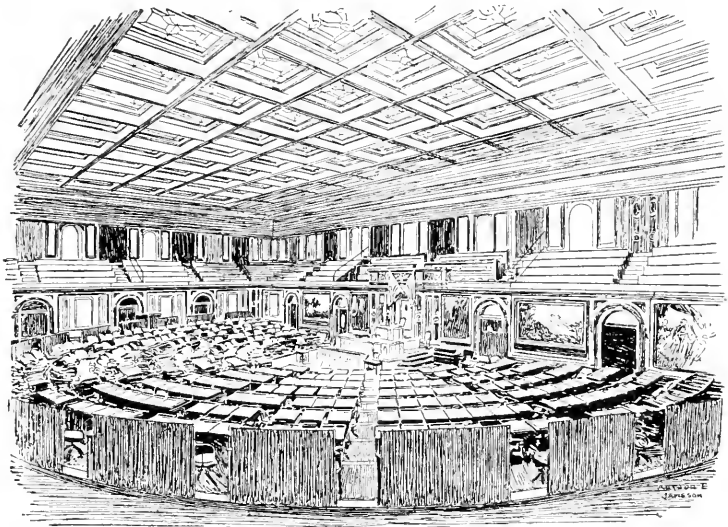
The President receives a salary of \$75,000.00, the use of the White House, traveling expenses, etc. The Vice-President and Cabinet members receive \$12,000.00 each year.

THE LEGISLATIVE DEPARTMENT

Congress

Congress is the legislative department of the National Government. It is composed of two houses, the Senate and the House of Representatives. A member of the House is called a Congressman, a member of the Senate is called a Senator. The constitution provides that there shall be two Senators

elected by the people of each state. Their term of office is six years. There are now ninety-six Senators. Congressmen are elected from the "congressional districts" within the states. They are divided among the states according to the population. In 1789, one Congressman was elected for 30,000 people. In 1911, after the census of 1910, there was one Congressman for 211,887 people. There are now about 450 members of the House of Representatives; in 1789 there were sixty-five members. Indiana has thirteen Congressmen, and the state is divided into thirteen congressional districts. They are elected for two years.



HALL OF THE HOUSE OF REPRESENTATIVES, WASHINGTON, D. C.

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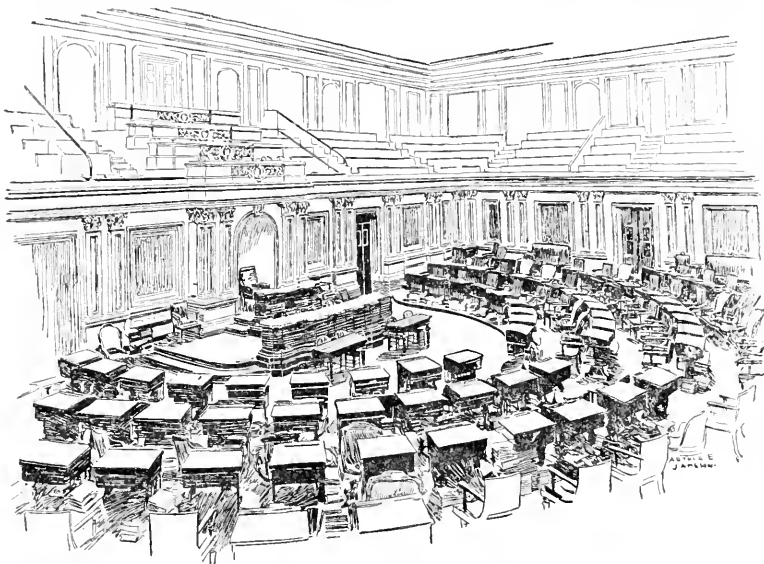
The Speaker is the presiding officer of the House. He is a member of the House, and is elected by its members. The Vice-President is the presiding officer of the Senate. As in the state legislatures, every bill must be sent to a committee. It cannot be discussed or voted upon until the committee has reported upon it. Any citizen may go before the committee and tell its members what he thinks about the bill. All bills for raising money must be introduced in the House. The Senate has the right to give its consent to any treaty which the President wants to make with a foreign country. If the President vetoes a bill, it may be passed over his veto by a two-thirds vote of both houses.

A congress lasts for two years. Each congress has two regular sessions. They open upon the first Monday in December. The President may call a special session when he thinks neces-

Law-making

*Sessions,
Salaries, etc.*

sary. Senators and Congressmen receive a salary of \$7,500.00.



SENATE CHAMBER, WASHINGTON, D. C.

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THE JUDICIAL DEPARTMENT

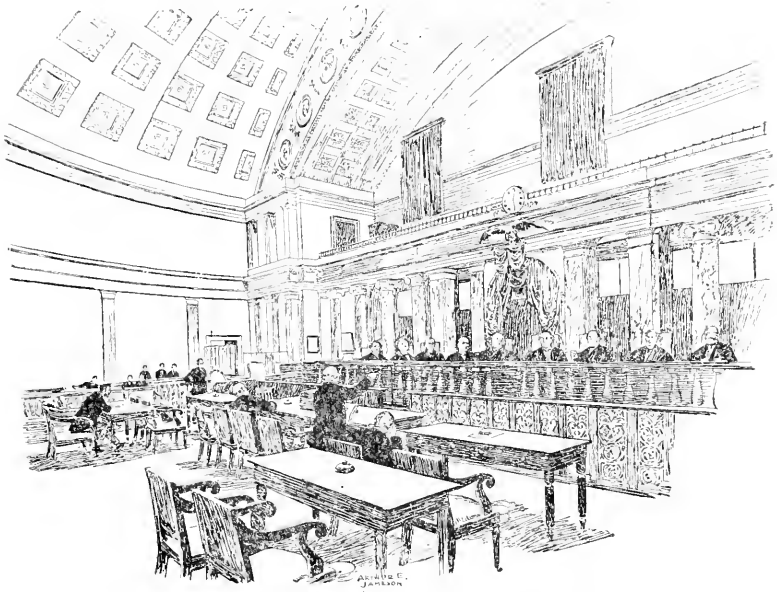
*Powers of the
Federal Court*

*Reinsch, Civil
Government,
page 203*

*The Federal
Courts*

The "Federal Courts," (this is the name used to distinguish the Courts of the United States from the state courts,) are of great dignity and authority. The entire government is carried on under the constitution, but the courts have the power to decide as to the meaning of any part of the constitution. Congress has the power to make laws, but its action must not exceed the powers granted in the constitution. If it goes beyond these powers in the opinion of the Supreme Court, the court will declare its action unconstitutional. A decision of this kind would render the act void, because whatever the courts do not approve cannot stand as law.

The lowest federal court is the DISTRICT COURT. There is one in every state, and the large states have two or more. Cases can be taken from these courts to the CIRCUIT COURTS OF APPEALS. There are nine such courts in the country. The officer who has the same duties as the sheriff of the county court is called the Marshal. The highest court in the United States is the SUPREME COURT. Any case testing a law or an official act under the constitution may be taken to the Supreme Court. This court has nine judges, or "justices," who are lawyers of great ability. The federal courts hear cases which arise under the Constitution or under laws passed by Con-



SUPREME COURT ROOM, CAPITOL, WASHINGTON, D. C.

By Permission, From Gordy's "A History of the United States;" Published by Charles Scribners' Sons.

gress. The ordinary criminal cases are tried in the courts of the state.

The appointment of Judges and their Salaries

The justices and judges in all federal courts are appointed by the President, with the consent of the Senate. They hold office for life, unless they should be guilty of some crime or improper conduct. The Chief Justice of the Supreme Court receives a salary of \$15,000. The Associate Justices receive \$14,500. The judges of the Circuit Courts of Appeals receive \$7,000, and the judges of the District Courts receive \$6,000.

PRESIDENTIAL ELECTIONS

Election of a President

The presidential elections are held every four years. The political parties hold national conventions and name the candidates for President and Vice-President. A party platform is adopted. The platform states the principles of the party, and tells how it will handle such public questions as the Tariff, Regulation of the Trusts, Money Reform, and the like. This enables the voter to compare the platforms of the parties, and vote for the policies that he considers the best for the country. The voters do not vote directly for the President; that is, the names of the presidential candidates do not appear upon the ballots. The voters vote for electors, who in turn vote for the President. Look at a sample national ballot and you will see the names of the presidential electors. These electors are elected in Novem-

ber. They meet in the state capitals and vote for the presidential candidate of their party in January. In February the votes are counted before both houses of Congress. Each state has as many electors as it has Senators and Representatives. Indiana now has fifteen votes in the "electoral college."

Who may vote for Electors

Any man or woman who is allowed to vote for members of the state House of Representatives may vote for the electors. The state laws determine who may vote. Women do not vote in Indiana, but they do vote in many states. Any man in Indiana not a citizen may vote in any election if he has declared his intention to become a citizen, and is twenty-one years of age. There are nine states which allow a man to vote upon taking out his "first papers," that is, when he declares his intention to become a citizen, and Indiana is one of them. There is a growing feeling that only citizens should be allowed to vote.

NATURALIZATION.

The First Pa- pers

In the first place, a foreigner must reside in the United States five years before he can become a citizen. He should as soon as possible after entering the country appear before a proper court, and upon oath declare his bona fide intention to become a citizen, and renounce his allegiance to any foreign power. In this country there are two courts in which this can be done: the Circuit Court at Crown Point, or the United States District Court which holds sessions at Hammond. This declaration is then recorded and the clerk of the court furnishes the applicant with a certified copy which is sometimes called the first papers.

The Petition for Citizenship

In the second place, after he has completed his five years' residence he should file in his own handwriting a *petition for citizenship*. In this he states that he is not opposed to organized government, he is not a polygamist, he intends to become a citizen, and renounces his allegiance to his former country. This petition must be verified by the affidavits of two citizens certifying to the residence, and good moral character of the applicant. Before he can file this petition he must have also resided at least a year in Indiana. If he landed after June 29, 1906, he must present a certificate from the Department of Commerce showing the date of arrival, and the declaration of intention, or first papers, must be filed with the petition.

The Certifi- cate of Natur- alization

The third and final step is taken ninety days from the filing of the petition, the applicant is required to appear in open court and renew his adherence to the declarations made in

the petition. He must be able to speak the English language, and answer questions relating to the history and government of the United States. When the judge is satisfied, a *certificate of naturalization* is granted, and he becomes a citizen. His wife and any of his children under twenty-one years become citizens at the same time.

*Summary
of the steps*

(1). The *declaration of intention* or first papers must be secured at least two years before the final certificate is issued. The "final papers" must be secured within seven years after the first papers were issued, or the process has to begin over again, and a new declaration of intention made.

(2). The *petition for final papers* must be made after five years' residence in the United States.

(3). Ninety days later he appears in court and receives the *final certificate*, providing he can speak the English language, and that he can pass the examination in the rudiments of government.

*The Law Gov-
erning Nat-
uralization*

The law which governs naturalization was passed by Congress, June 29, 1906, and became a law October 1, 1906. There are several other points that have to be fulfilled, as follows:

(1). No certificate of naturalization may be issued within thirty days preceeding a general election.

(2). The petitioner for final papers must speak the English language, and must sign the papers in his own handwriting.

(3). Aliens may make their declaration at the age of eighteen.

(4). All fees are assessed by the National Government. There is a charge of One Dollar for the declaration, and Two dollars for the petition and certificate, with a deposit for witnesses, which is returned if it is not used.

SUMMARY OF THE GOVERNMENT OF THE UNITED STATES.

*Work of gov-
erning the
country is di-
vided*

The National Government is frequently called the "Federal Government." It does one-half of the work of governing the United States. The National Government has control of Foreign Affairs, Coinage of Money, Commerce between the States, and all other matters which are of interest to the people in all the States. The State Governments have control of all matters which are of interest to the people of a single State. This enables the people of the United States to enjoy the advantages of a strong National Government, and the freedom of local self-government.

APPENDIX

Significant Extracts from the Declaration of Independence.*

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. Such has been the patient sufferance of the Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

* * * * *

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

* * * * *

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be, Free and Independent States; that they are Absolved from Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as free and independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which independent States may of right do. And, for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other, our Lives, our Fortunes, and our sacred Honor.

*This is a good quotation for the student to memorize.

Significant Extracts from the Constitution of the United States.

ARTICLE I. SECTION 8. The Congress shall have Power

[§ 1.] To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

[§ 2.] To borrow Money on credit of the United States;

[§ 3.] To regulate Commerce with foreign Nations, and among the several States, with the Indian Tribes;

[§ 4.] To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

[§ 5.] To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

[§ 6.] To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

[§ 7.] To establish Post Offices and post Roads;

[§ 8.] To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

[§ 9.] To constitute Tribunals inferior to the supreme Court;

[§ 10.] To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

[§ 11.] To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

[§ 12.] To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer term than two Years;

[§ 13.] To provide and maintain a Navy;

[§ 14.] To make Rules for the Government and Regulation of the land and naval Forces;

[§ 15.] To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

[§ 16.] To provide for organizing, arming and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the Discipline prescribed by Congress;

[§ 17.] To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat

of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;- And

[§ 18.] To make all Laws which shall be necessary and proper for carrying into Execution the forgoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

ARTICLE. 1. SECTION 9. [§ 2.] The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in cases of Rebellion or Invasion the public Safety may require it.

[§ 3.] No Bill of Attainder or ex post facto Law shall be passed.

[§ 4.] No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

[§ 5.] No Tax or Duty shall be laid on Articles exported from any State.

[§ 6.] No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to pay duties in another.

* * * * *

Article II. Section 10. [§ 1.] No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

[§ 2.] No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing its inspection Laws; and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Control of the Congress.

[§ 3.] No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

* * * * *

ARTICLE III. SECTION 2. [§ 1.] The judicial power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made

under their Authority;—to all Cases affecting Ambassadors, other public Ministers, and Consuls;—to all Cases of admiralty and maritime Jurisdiction; to Controversies to which the United States shall be a Party;—to Controversies between two or more States;—between a State and Citizens of another State;—between Citizens of different States,—between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

ARTICLE III. SECTION 3. [§ 1.] Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

ARTICLE VI. [§ 2.] This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

* * * * *

AMENDMENTS.—ARTICLE IX. The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENTS.—ARTICLE X. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

* * * * *

AMENDMENTS.—ARTICLE XIII. SECTION 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

* * * * *

AMENDMENTS.—ARTICLE XIV. SECTION 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law, which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

* * * * *

AMENDMENTS. — ARTICLE XV. SECTION 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

NATURALIZATION BLANKS

Declaration of Intention

(Invalid for all purposes seven years after the date hereof.)

....., ss:

I,, aged years, occupation, do declare on oath (affirm) that my personal description is: Color, complexion, height, weight, color of hair, color of eyes, other visible distinctive marks; I was born in on the day of, anno Domini I now reside at; I emigrated to the United States of America from on the vessel: my last foreign residence was, It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to, of which I am now a citizen (subject); I arrived at the (port) of, in the State (Territory or District) of, on or about the day of, anno Domini; I am not an anarchist; I am not a polygamist nor a believer in the practice of polygamy; and it is my intention in good faith to become a citizen of the United States of America and to permanently reside therein. So help me God.

(Original signature of declarant)

Subscribed and sworn to (affirmed) before me this day of, anno Domini

(L.S.)

(Official character of attester.)

Petition for Naturalization. *

..... Court of

In the matter of the petition of to be admitted
as a citizen of the United States of America

To the Court:

The petition of respectfully shows:

First. My full name is

Second. My place of residence is number street, city
of, State (Territory or District) of

Third. My occupation is

Fourth. I was born on the day of at

Fifth. I emigrated to the United States from, on or about
the day of, anno Domini, and arrived at the port
of, in the United States, on the vessel

Sixth. I declared my intention to become a citizen of the United
States on the day of, at, in the
court of

Seventh. I am married. My wife's name is
She was born in and now resides at I have
..... children, and the name, date, and place of birth and place of
residence of each of said children is as follows:;

Eighth. I am not a disbeliever in or opposed to organized government
or a member of or affiliated with any organization or body of persons
teaching disbelief in organized government. I am not a polygamist nor
a believer in the practice of polygamy. I am attached to the principles
of the Constitution of the United States, and it is my intention to be-
come a citizen of the United States and to renounce absolutely and for-
ever all allegiance and fidelity to any foreign prince, potentate, state,
or sovereignty, and particularly to, of which at this time I am
a citizen (or subject), and it is my intention to reside permanently in
the United States.

Ninth. I am able to speak the English language.

Tenth. I have resided continuously in the United States of America
for a term of five years at least immediately preceding the date of this
petition, to wit, since, anno Domini, and in the State

Petition for Naturalization

(Continued from page 80)

(Territory or District) of....., for one year at least next preceding the date of this petition, to wit, since.....day of....., anno Domini.....

Eleventh. I have not heretofore made petition for citizenship to any court. (I made petition for citizenship to the..... court of..... at....., and the said petition was denied by the said court for the following reasons and causes, to wit,....., and the cause of such denial has since been cured or removed).

Attached hereto and made a part of this petition are my declaration of intention to become a citizen of the United States and the certificate from the Department of Labor required by law. Wherefore your petitioner prays that he may be admitted a citizen of the United States of America.

Dated.....

(Signature of petitioner).....

....., ss

....., being duly sworn, deposes and says that he is the petitioner in the above-entitled proceeding; that he has read the foregoing petition and knows the contents thereof; that the same is true of his own knowledge, except as to matters therein stated to be alleged upon information and belief, and that as to other matters he believes it to be true.

Subscribed and sworn to before me this.....day of....., anno Domini.....
(L.S.).....

Clerk of the..... Court.

Affidavit of Witnesses.*

..... Court of

In the matter of the petition of..... to be admitted a
 citizen of the United States of America.

....., ss:

....., occupation....., residing at....., and.

....., occupation....., residing at....., each being
 severally, duly, and respectively sworn, deposes and says that he is a
 citizen of the United States of America; that he has personally known

..... the petitioner above mentioned, to be a resident of the
 United States for a period of at least five years continuously immediately
 preceding the date of filing his petition, and of the State (Territory
 or District) in which the above-entitled application is made for a period

of years immediately preceding the date of filing his petition;
 and that he has personal knowledge that the said petitioner is a person
 of good moral character, attached to the principles of the Constitution
 of the United States, and that he is in every way qualified, in his opin-
 ion, to be admitted as a citizen of the United States.

Subscribed and sworn to before me this..... day of.....,
 nineteen hundred and

[L. S.]

.....
 (Official character of attester.)

* This affidavit must be filled out and signed by at least two citizens.

Certificate of Naturalization

Number

Petition, volume, page

Stub, volume, page

(Signature of holder)

Description of holder: Age, . . . ; height, . . . ; color, . . . ; complexion, . . . ; color of eyes, . . . ; color of hair, . . . ; visible distinguishing marks, Names, ages, and place of residence of wife Names, ages, and places of residence of minor children,

., ss:

Be it remembered, that at a term of the court of, held at on the day of, in the year of our Lord nineteen hundred and,, who previous to his (her) naturalization was a citizen (or subject) of, at present residing at number street, city (town), (State, Territory or District), having applied to be admitted a citizen of the United States of America pursuant to law, and the court having found that the petitioner had resided continuously within the United States for at least five years and in this State for one year immediately preceding the date of the hearing of his (her) petition and that said petitioner intends to reside permanently in the United States, had in all respects complied with the law in relation thereto, and that he was entitled to be so admitted, it was thereupon ordered by the said court that he be admitted as a citizen of the United States of America.

In testimony whereof the seal of said court is hereunto affixed on the day of in the year of our Lord nineteen hundred and and of our independence the

[L.S.]

(Official character of attester.)

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